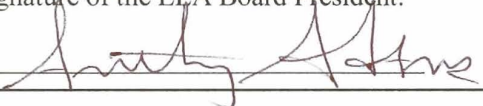**Attachment III**

SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Central High School School Building Code: 512	Mailing Address: 2425 Tuxedo Street, Detroit MI, 48206-1222

School Building Contact for the School Improvement Grant
Name: Steven McGhee
Position and Office: Principal
Contact's Mailing Address: 2425 Tuxedo Street, Detroit MI, 48206-1222
Telephone: (313) 252-3000
Fax: (313) 852-1445
Email address: steven.mcghee@detroitk12.org

LEA School Superintendent/Director (Printed Name): Robert C. Bobb, Emergency Financial Manager	Telephone: 870-3772
Signature of the LEA School Superintendent/Director: X _Robert C. Bobb_	Date: 22 FEB 11
LEA School LEA Board President (Printed Name): Anthony Adams, Esq.	Telephone: 873-7860
Signature of the LEA Board President: X _Anthony Adams_	Date: 22 Feb 11

The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.

Section A

1. Possible model to use for analysis of data.

The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report. Do not attach the
building CNA.

Central Collegiate Academy is in Phase 6 AYP status. The school began a turnaround process in fall 2009 and has seen improvements in climate and culture, but student academic performance remains a challenge. Student enrollment has stabilized over the past two years (2008-09, 09-10) and remains at around 900 following three years of steady decline in enrollment. The school is predominantly Black, non-Hispanic and economically disadvantaged. There is a limited LEP population that is less than 1% and approximately 29% of the current student enrollment has identified disabilities. Attendance rate is 76.9% and has remained stable for the past three years. Attendance is consistent across all grade levels, and across subgroup populations. The graduation rate is 63.8%. This figure represents a dramatic improvement since the low of 25.8% in the 2002-03 academic year.   The school has a dropout rate of 18.3%

Student performance on the MEAP remains low, with fewer than 20% of students meeting or exceeding state standards at levels 1 & 2 in writing, mathematics, social studies and science. Just over 25% were proficient in reading. Subgroup performance in the school is consistent with the overall school performance with students with disabilities demonstrating the greatest challenges in testing.

Based on MME data, from years 2006 to 2009 there were 24% of students who were proficient in reading. There was not much of a change in the data for three years. For mathematics, for the same time period, there were less than 7% of students who were proficient in mathematics.

Furthermore, a review of the data indicates that MME scores for female students have declined. Additionally, there has been no improvement in performance for students with disabilities over the past three year period. Therefore, Central Collegiate Academy will provide a focus of improvement for these particular subgroups.

After an analysis of data, the Central staff has chosen to implement a systemic, whole school approach targeting reading and math for immediate improvement. The Turnaround Model will be implemented in order to close achievement gaps of all students.

Central High School

MEAP/MME 2008-09

Grade	Reading					Writing					English Language Arts (ELA)				
	Tested	Lvl 4	Lvl3	Lvl 2	Lvl 1	Tested	Lvl 4	Lvl3	Lvl 2	Lvl 1	Tested	Lvl 4	Lvl3	Lvl 2	Lvl 1
09		0%	0%	0%	0%		0%	0%	0%	0%		0%	0%	0%	0%
11	117	48%	27%	25%	0%	129	34%	60%	5%	0%	115	42%	43%	15%	0%
Combined	117	48%	27%	25%	0%	129	34%	60%	5%	0%	115	42%	43%	15%	0%

Grade	Mathematics					Science					Social Studies				
	Tested	Lvl 4	Lvl3	Lvl 2	Lvl 1	Tested	Lvl 4	Lvl3	Lvl 2	Lvl 1	Tested	Lvl 4	Lvl3	Lvl 2	Lvl 1
09		0%	0%	0%	0%		0%	0%	0%	0%	263	27%	44%	25%	3%
11	105	82%	12%	6%	0%	109	77%	13%	10%	0%	107	27%	24%	41%	7%
Combined	105	82%	12%	6%	0%	109	77%	13%	10%	0%	370	27%	39%	30%	5%

The chart to the right compares the percentage of students who tested in each subject and met or exceeded Michigan performance level standards versus the percentage of students who tested in each subject and did not meet Michigan performance level standards. The combined grade data shown in the above tables were used to create the chart. Level 1 and Level 2 are considered meeting or exceeding Michigan performance levels. Levels 3 and Level 4 are below Michigan performance level standards.

Note: In 2009-10 school year Writing and English Language Arts (ELA) were not scored by the Michigan Department of Education and were reported to schools as zero.

Performance Level Comparison – Combined Grades
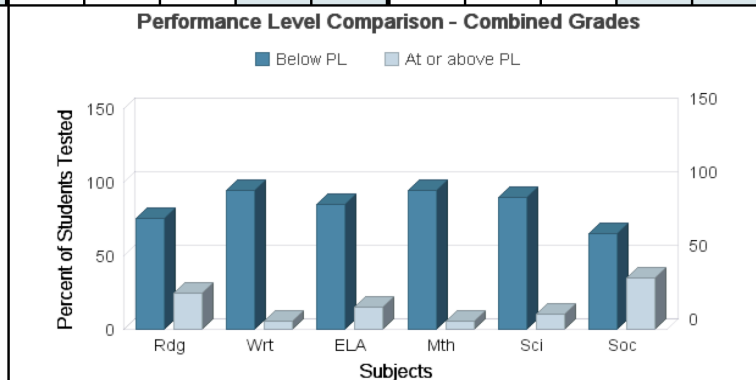
MEAP/MME History - Combined Grades

School Year	Reading			Writing			ELA			Mathematics			Science			Social Studies		
	Tested	% PL	n PL	Tested	% PL	n PL	Tested	% PL	n PL	Tested	% PL	n PL	Tested	% PL	n PL	Tested	% PL	n PL
2005-06	140	27.9%	39	120	19.2%	23	118	18.6%	22	146	6.8%	10	115	6.1%	7	388	49.5%	192
2006-07	121	24.8%	30	116	3.4%	4	115	8.7%	10	121	2.5%	3	120	10.0%	12	337	36.8%	124
2007-08	111	24.3%	27	98	9.2%	9	98	17.3%	17	112	6.3%	7	101	16.8%	17	346	26.3%	91
2008-09	117	24.8%	29	129	5.4%	7	115	14.8%	17	105	5.7%	6	109	10.1%	11	370	34.6%	128
2009-10		0.0%									0.0%			0.0%		180	25.0%	45

MEAP/MME History – Combined Grades

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Central High School

MME 2008-09 Performance by Sub-Group						
(Percentage of Students Tested Who Met or Exceeded Michigan Performance Level Standards)						
	Reading	Writing	ELA	Math	Science	Soc Stu
All Students	24.8%	5.4%	14.8%	5.7%	10.1%	34.6%
Gender						
Male	15.7%	7.4%	12.2%	6.7%	13.0%	40.9%
Female	31.8%	4.0%	16.7%	5.0%	7.9%	28.9%
Ethnicity						
(1) American Indian/Alaskan Native						
(2) Asian/Pacific Islander						
(3) Black, Not of Hispanic Origin	24.1%	5.5%	14.0%	4.8%	9.3%	34.3%
(4) Hispanic						
(5) White, Not of Hispanic Origin						
Special Groups						
Students with Disabilities	4.2%		4.5%			5.8%
Limited English Proficient/Bilingual						
Economically Disadvantaged	24.0%	3.7%	11.0%	4.4%	9.9%	31.0%

(Not reported if there are less than 10 students in a sub-group)

MME Performance History by Sub-Group					
(Percentage of Students Tested Who Met or Exceeded Michigan Performance Level Standards)					
	2005-06	2006-07	2007-08	2008-09	2009-10
All Students	28.5%	19.7%	19.4%	21.0%	
Gender					
Male	25.9%	19.8%	21.2%	23.5%	
Female	31.4%	19.6%	17.8%	18.9%	
Ethnicity					
(1) American Indian/Alaskan Native		16.7%	66.7%	100.0%	
(2) Asian/Pacific Islander					
(3) Black, Not of Hispanic Origin	28.7%	19.7%	19.1%	20.5%	
(4) Hispanic					
(5) White, Not of Hispanic Origin		100.0%		71.4%	
Special Groups					
Students with Disabilities	6.0%	2.5%	4.4%	3.3%	
Limited English Proficient/Bilingual					
Economically Disadvantaged	27.5%	18.8%	20.1%	19.2%	

Five Year MEAP Performance by Sub-Group

■ 2005-06 ■ 2006-07 ■ 2007-08 ■ 2008-09 ■ 2009-10
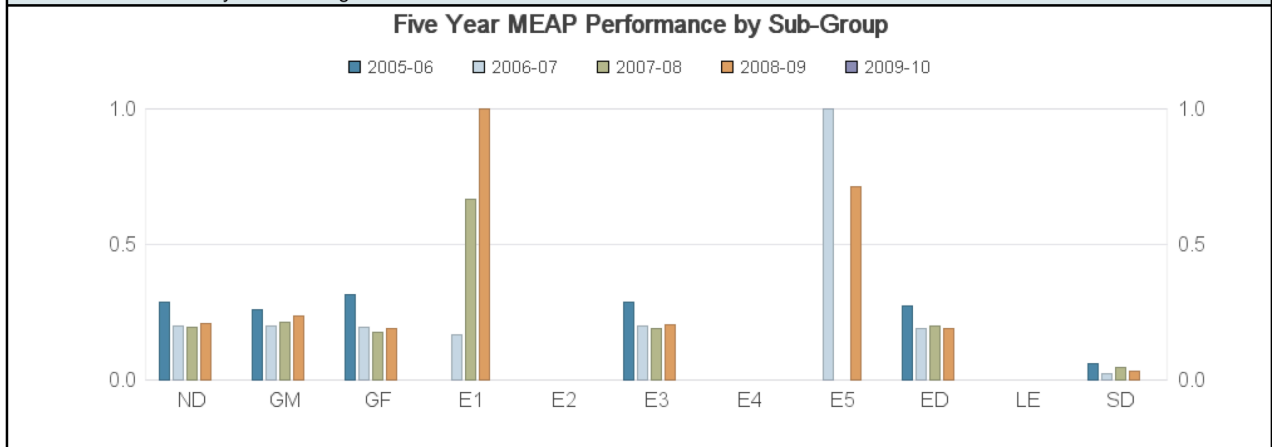
ND = All Students	E1 = American Indian/Alaskan Native	E4 = Hispanic	ED = Economically Disadvantaged
GM = Male	E2 = Asian/Pacific Islander	E5 = White, Not of Hispanic Origin	LE = Limited English Proficient/Bilingual
GF = Female	E3 = Black, Not of Hispanic Origin		SD = Students with Disabilities

Consider how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A
9	0	0	0	0	216
10	0	0	0	40	254
11	0	0	0	186	186
12	0	0	0	212	212

Central High School

School Data			Student Connection/School Climate	
Which intervention was selected?			Number of disiplinary incidents:	
Number of minutes in the school year?			Number of students involved in a disciplinary incident:	
Student Data	**Percentage Rate**		Number of truant students:	
Dropout rate:	18.3		**Teacher Data**	
Student attendance rate:	79		Distribution of teachers by performance level on LEA's:	
Advanced Coursework	**Number**	**Percent**		
Advanced placement:				
International Baccalaureate:				
Early College/College Credit:				
Dual Enrollment:	0	0		
Number and percentage enrolled in college from most recent graduating class:				

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Grade 11	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	3.7	4.41	4.34	30.9	24	13	8	3.65	16	10.95
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	6.36	4.8	4.71	23.85	24.13	12.28	9.27	5.46	16.49	14.03
Hispanic										
White										
Students with Disabilities					4.16	4				4.54
Limited English Proficient										
Migrant Student										
Male	13.2	6.66	4.25	25.49	15.68	11.11	8.88	7.4	20	12.24
Female		5	5.08	23.33	31.81	13.33	9.43	4	15.09	16.66
School Aggregate	6.25	5.71	4.71	24.32	24.78	12.28	9.18	5.42	17.34	14.78
State Aggregate Scores		49.4	50	61.99	59.9	65	42	43.4	51.99	52.1

Sub Group Non-Academic Data Analysis

All Students	# Students			# Students with Absences						# Students with Suspensions					
	07-08	08-09	09-10	2007-08		2008-09		2009-10		2007-08		2008-09		2009-10	
				>10	<10	>10	<10	>10	<10	In*	Out*	In*	Out*	In*	Out*
Economically Disadvantaged	724	681	742	669	55	618	63	601	141						
American Indian/Alaskan Native	4	2	2	3	1	2		2							
Asian/Pacific Islander															
Black/African American	1182	928	879	107	105	835	92	703	175						
Hispanic	1		3	1					3						
White	5	5	4	3	2	4	1	1	3						
Students with Disabilities	207	242	220	189	18	223	18	186	34						
Limited English Proficient	1		1	1					1						
Migrant Student															
Male	607	468	495	547	60	413	54	388	106						
Female	585	467	393	537	48	428	39	318	75						
School Aggregate	1192	935	888	108	108	841	93	706	181						

Central High School

Sub Group Non-Academic Data Analysis

All Students	# of Truancies			# of Expulsions			Unduplicated Counts					
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08		2008-09		2009-10	
							In*	Out*	In*	Out*	In*	Out*
Economically Disadvantaged												
American Indian/Alaskan Native												
Asian/Pacific Islander												
Black/African American												
Hispanic												
White												
Students with Disabilities												
Limited English Proficient												
Migrant Student												
Male												
Female												
School Aggregate												

All Students	# Students			# of Retention in the Grade			# of Dropouts		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Economically Disadvantaged	724	681	742						
American Indian/Alaskan Native	4	2	2						
Asian/Pacific Islander									
Black/African American	1182	928	879						
Hispanic	1		3						
White	5	5	4						
Students with Disabilities	207	242	220						
Limited English Proficient	1		1						
Migrant Student									
Male	607	468	495						
Female	585	467	393						
School Aggregate	1192	935	888						

All Students	# Promoted to Next Grade			Mobility					
	2007-08	2008-09	2009-10	Entering			Leaving		
				2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Economically Disadvantaged									
American Indian/Alaskan Native									
Asian/Pacific Islander									
Black/African American									
Hispanic									
White									
Students with Disabilities									
Limited English Proficient									
Migrant Student									
Male									
Female									
School Aggregate									

Central High School

Enrollment and Graduation Data, All Students 2009-10

Grade	# of Students	# of Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS Graduation	# of Retentions	# of Dropouts	# Promoted to Next Grade
09	316						
09	316						
10	248						
10	248						
11	170						

Number of Students Enfolled in Extended Learning Opportunities in 2009-10

Grade	# of Student in Building	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Crs	# of Students in Dual Enrollment	# of Students in CTE/Vocational Cllasses	# of Students who have approved/reviewd EDP on File
09	316					
09	316					
10	248					
10	248					
11	170					

MME Performance Three Years

Percent of Students meeting State Proficiency Standards

Grade	Mathematics			Reading			Writing			ELA		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
11	6.25	5.71	4.71	24.32	24.78	12.28	9.18	5.42	3.96	17.34	14.78	0.00

2. School Building Capacity – Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

☒ General Funds ☒ Title I Part A ☒ Title I Schoolwide ☐ Title I Part C ☐ Title I Part D	☒ Title I School Improvement (ISI)	☒ Title II Part A ☐ Title II Part D ☐ USAC - Technology	☐ Title III
☐ Title IV Part A ☐ Title V Parts A-C	☒ Section 31 a ☐ Section 32 e ☐ Section 41	☐ Head Start ☐ Even Start ☐ Early Reading First	☒ Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools.) A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement. **Central Collegiate Academy received a $179,000 Pre-Implementation School Improvement Grant to fund pre-implementation activities.**			

Our teachers focus on increasing knowledge of content to ensure appropriate level of instruction based upon student grade and ability level. Improvements in student performance will be achieved by overarching focus on:

- Implementing smaller learning communities that will enhance cross-curricular planning and teaming
- Engaging all teachers in professional development focused on using data to drive differentiated instruction
- Engaging all teachers in professional development focusing on Bloom's Taxonomy, the Rigor/ Relevance framework and Classroom Strategies that Work (Marzano)
- Providing professional development for all teachers in their specific content areas, using coaches from the Wayne RESA
- Engaging all teachers in professional development that reinforces reading and writing across the curriculum
- Engaging students in the learning process through the adoption of research-based instructional practices and the latest classroom technology
- Using data to differentiate instruction, monitor student progress and adjust instructional plans
- Increasing the rigor of the curriculum through stronger alignment with standards and more effective scheduling of student interventions and supports
- Increasing the use of technology across the curriculum

Central Collegiate Academy will receive a $179,000 implementation grant to provide the essential components to meet the goals of the re-design plan and continue to strive to meet AYP targets as well as increase student achievement.
Please See Attachment.

3. School Building Commitment
Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.
b. Explain the district and school's ability to support systemic change required by the model selected.

Staff members are committed to working together to achieve a collective purpose. There is a staff willingness to support educational innovation by attending workshops, accept parental input and community support. Planning for this proposal actually began in fall 2009 with the assignment of the new principal, Mr. Steven McGhee. The process has been transparent and inclusive, with strong levels of participation. *PLEASE SEE ATTACHED LETTER*

Central is committed to using data to guide its tiered instruction for all students. Through the use of the Cyber Teacher Development Lab, teachers will be exposed to research and evidenced based strategies utilizing current student data to guide instructional decisions. Data Director, the data system used by Detroit Public Schools is accessible to all teachers that organizes and disaggregates student data. The types of data to be assessed will be from the following sources: MEAP, ACT, SAT, UBD, MME and Quarterly Assessment data (Star Reading and Math).

The testing team consists of teachers from core content areas. The team meets bi weekly with the Academic Engagement Officer to review student data. Based on this analysis, teachers are able to develop lessons and group students according to need. The Academic Engagement Officer also identifies additional professional development needed by teachers. Additionally, the district has provided Mosica Education Executive coaching services to principals in an effort to build administrative and teacher capacity for improving student achievement.

At Central Collegiate Academy we want to create a culture of continued learning for adults, engaging every staff member—leaders, teachers and support staff—in an on-going, job-embedded professional development process within the regular school year and in extended time, with any staff hours worked beyond the regular school day compensated at the contract rate. Teachers must simultaneously be teachers and learners.

Educators can find learning communities that are ready to meet at times that are convenient to them. Learning communities can store resources virtually and effective lessons can be shared. There will be continued support for school-based learning teams

to promote deeper understanding of the standards, the curriculum and content through team learning time. Teachers will be engaged in the process of translating the common core standards into the knowledge, skills, and dispositions students will be expected to master.

The following meetings are scheduled in addition to general staff meetings.

Monday	Tuesday	Wednesday	Thursday	Friday
Teachers meet for common planning at various times before, during and after the school day	Teachers meet for common planning at various times before, during and after the school day	Content Level Mtg. Small Learning Community Mtg.	Teachers meet for common planning at various times before, during and after the school day	Teachers meet for common planning at various times before, during and after the school day
		Leadership Team Mtg.	LSCO Meeting	

Central Collegiate Academy has the capacity to support systematic change required by the Turnaround Model. All certified staff including the principal and assistant principals are evaluated annually in accordance with Michigan Teacher Tenure Law that include recent changes that align with new legislation.

Teachers are required to meet applicable requirement of all certification and demonstrate competence in all core academic subjects and have subject matter knowledge appropriate to the level of instruction being provided and effectively teach to these standards, as determined by state.

At Central there is a clear explanation of expectations and job descriptions. WE provide adequate teaching when applicable; develop strategies to assist in planning and learning time. There are mentor programs to assist and provide new teachers to the school. WE

provide corrective feedback, with continuous opportunities for growth. There is a strong network of communication and shared decision making.

Staff members understand that high expectations to implement research based instructional practices are incorporated into daily practice. In addition they understand that growth in student achievement will comprise their performance based evaluation.

Instruction will be done by highly qualified master educators. By principal choice these educators will exemplify strong classroom management, have input in curriculum design and be able to effectively execute instructional strategies to best meet the needs of the students.

The school works diligently to communicate high expectations for staff and students to all school district stakeholders. The expectations for student achievement are established through a collaborative process that involves teachers, administrators, parents, and School Improvement Team members. The expectations are shared through a variety of media and through personal contact with parents and guardians.

> ### *District-Level Commitment to the Turnaround Plan at Central Collegiate Academy*
> Improvement efforts at Central Collegiate Academy are made possible through a wide range of system-level supports including:
>
> - The district has appointed a district wide **Superintendent for School Redesign, Dr. James Ray,** with the assistance of **Kathleen Freilino**, an experienced central office change agent and successful building administrator. This team has the access and influence to move the work forward in an expeditious manner.
> - A new data capture and reporting system, to be fully operational in fall 2010.
> - Implementation of "The Learning Village" platform to support data-driven instruction and delivery of standards-aligned curriculum from multiple providers.
> - The District engaged EdWorks, LLC, to guide the systemic, whole school Turnaround process at Central Collegiate Academy High School

- One-to-one laptop computing for students at Central Collegiate Academy
- New, powerful desktop computers and computer systems for Central Collegiate Academy's teachers

4. School Improvement Intervention Plan—5 page limit

Describe in narrative form the building plan for implementing the intervention model selected.

Despite the obstacles facing urban youth today, the shortcomings of education, the district's impediments, the barriers to learning and the current state of the economy, we continue to move forward in undying quest and commitment to ensure our children receive a quality education. *At Central Collegiate Academy the possibilities are endless, and we invite you to experience the difference.*

The educational experience and climate at Central Collegiate Academy will be unique and optimal. We believe ALL children can learn. We believe that by setting high standards, promoting the standards of excellence and providing equal opportunities for ALL children to learn, we are preparing them to become productive citizens embedded with knowledge, moral character, integrity, and determination for the willingness to succeed in society and throughout.

The Central staff is committed to providing students with increased learning opportunities through the implementation of a block schedule. To ensure students receive additional learning time, Central Collegiate Academy will use double dosing for 9th grade English and Math. Students will have 120 minutes per day for each subject.

	2010-11 Schedule	2011-12 Schedule
Start Time	8:00	8:00
End Time	3:15	3:45
Expanded Learning Time in Critical Content Areas	Double dose for 9th Grade Mathematics	Grades 9-12 Double Dose in Mathematics and English Language Arts

The students in grades 10-12 currently have 60 minutes of Mathematics and English Language Arts instruction. To increase learning time for these grades, we will add 30 minutes of instruction to both content areas. This will comprise an uninterrupted 90 minute block for this group of students.

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Additional learning time will focus on all students which include all grade levels, low performing students and students with learning disabilities, at risk, socially and emotionally impaired, and economically disadvantaged students.

This learning block format will require Central to adjust the ending time of the school day from 3:15pm to 3:45pm. The extended learning opportunity will give the students extra time and help in instruction they need to meet the demands of their academic course work. Ultimately, an expanded learning approach will create a foundation for positive shared culture that values learning, skill development and making important contributions to society.

Additionally these learning opportunities include after school, summer learning, and extended day can help reduce drop-out rates and increase graduation rates. Programs and services will be provided which include tutoring, homework help, life skills, job training and enrichment opportunities in music, sports and the fine arts.

A comprehensive professional development program has been derived through an analysis of Central Collegiate Academy's School Improvement Plan. These pre-implemented activities will serve and support the redesign plan.

Below is a brief list of pre-implementation activities for Reading and Mathematics

- Staff will receive training on main mathematical concepts, some of the key challenges, and vocabulary development.
- Staff will review the rigor, relevance and relationship standards for teaching.
- The staff will be trained in the usage of data and how to align it to the curriculum
- Staff will be trained using software technology, document projectors, graphing utilities, and webcasting and blackboard.
- Staff will meet to discuss and share information on student progress to incorporate in the high school mathematic strategies.
- Teachers will develop sample test items that are aligned with the high school content expectations.
- Students will increase their understanding of Mathematics through the assistance of the cognitive tutor.
- Students will use the graphing calculators to assist in understanding mathematical concepts
- The Data Director will be utilized to see individual student performance.
- Students will be placed in algebra courses according to their need. Programs and course selection will be designed according to student's needs. Especially female students who will be involved in math and reading activities that involve

technology, clear expectations, best practices, collaboration communication, and student engagement.

- Staff training in Bloom's Taxonomy and Classroom Instruction that works, Robert J. Marzano.
- Staff will be able to modify instructional design to ensure objective skill mastery and expand instructional techniques to accommodate different learning styles/multiple intelligences.
- Kaplan Learning provides students with the necessary skills to be successful on the ACT/MME Test.
- All staff will receive instruction and strategies on the writing process and 6 + 1 Writing Traits for effective classroom instruction in writing.
- Remedial training for English staff to help students with low performance levels.
- Training sessions for all ELA staff to learn how to help improve students' writing.

Central Collegiate Academy will utilize the DPS and EdWorks system for data gathering and reporting. EdWorks utilizes a mixed-method evaluation approach involving multiple methods of data collection, taking stock of everything from central office supports for the school turnaround work to change in leadership and teacher practices to attitudinal surveys of students, teachers, parents and leaders.

Central Collegiate Academy will collaborate with their external partner to collect data. Additionally, tools in the DPS-provided "Learning Village" and resources in the Northwest Evaluation Association Measures of Academic Progress will ensure all administrators and teachers are able to access and monitor progress of individual students, classes, grade levels and the whole school. A third-party evaluator hired by EdWorks will provide an annual analysis of trends. The following data collection tools are used to obtain the data needed to create the desired reports:

1. **School Data Collection Template:** completed by the evaluation consultant and coach, in collaboration with the school. The template stores the wide range of data generated at the school and which do not require special interpretation or analysis during the process of collection.
2. **Planning and Implementation Calendars:** Comprehensive timeline of key activities, events and milestones to guide the implementation of the EdWorks model.

3. **Student, Teacher and Leader Attitudinal Surveys:** Survey to gauge perception of school climate, culture, instructional practices, student engagement, relationships, and overall school effectiveness.
4. **Client Satisfaction Survey:** Survey to further EdWorks' understand of how well it is serving its clients and to provide insight on how to improve its services
5. **Rubric Assessment Process:** Robust scoring tools using quantitative and qualitative information to assess school performance and progress in key areas of instructional and organizational effectiveness.

Academic Assessment Data

Specially, Central Collegiate Academy will use multiple academic and behavior data to drive instructional decisions. In addition to MEAP and MME assessments, staff will review the results of the PLAN and EXPLORE assessments, core academic short cycle assessments, North West Evaluation Assessments, District Benchmark Assessments: Q2, Q3, Q4, formative and summative assessments. Teachers will regularly in vertical and horizontal teams to develop action plans necessary to improve student achievement in core academic areas. Teachers will work collaboratively to analyze the academic data and incorporate perception, process, and demographic data to ensure the needs of all students are met.

Using all available, Central Collegiate Academy will implement a structured Response to Intervention (RTI) program built on a foundation of research that will provide interventions that will improve student achievement. In addition the data will be used to develop job embedded professional development programs that teachers will participate in to increase their instructional leadership capacity.

Oversight and Administration of Project

The Central Collegiate Academy Redesign Plan will be implemented with fidelity in accordance to what was approved by the Michigan Department of Education. The staff members who are responsible to ensure that all requirements of the plan are met include:

Dr. James Ray, Superintendent of School Redesign
Mr. Steven McGhee, Principal
Mr. Tracy Thomas, Assistant Principal
Mr. Tracy Carpenter, Assistant Principal
Mr. Damon Sewell, Assistant Principal

Central Collegiate Academy School Improvement Team which has representatives of teachers from all content areas.

The staff members who are assigned for oversight are in place and do not require new funds to be budgeted.

Student data will be disaggregated by gender, ethnicity free and reduced price meal eligibility, ELL and special education, and year in school, as available. * THREE REPORTS WILL BE GENERATED, PLEASE SEE APPENDIX-INTERVENTION PLAN REPORT*

The formal intervention system includes the following levels:

Level One: All students participate in a baseline diagnostic assessment to pinpoint skills and challenges in English Language Arts, Mathematics and Science. Student schedules are designed to ensure they have time within the scheduled day for intervention or acceleration. All teachers use data to drive instruction and employ differentiated teaching practices to provide additional time, materials or support for each student. Testing occurs three more times during the year, with adjustments made to the schedule and research-based instructional practices to ensure all students are progressing according to plan.

Level Two: If students still are not meeting individual learning goals under Level One, students participate in "Accelerated Academies," intensive instruction outside of the regular school day to help them master difficult skills related to state-required tests and standards. Students who still seem to be struggling are referred to guidance and special education services for additional testing and placement.

Level Three: EdWorks will assist Central Collegiate Academy in the identification of evidence-based interventions to ensure the most challenged students reach learning goals. Interventions targeted by staff include such tools as Read 180, Cognitive Tutor, and Carnegie Mathematics, Star Reading and Math among others.

The formal intervention program will be implemented in a coordinated manner and will be facilitated by Ms. Takiyah Ward, Student Academic Engagement Officer.

Monthly Professional Development Schedule for Central Collegiate Academy, 2010-11 and 2011-12

	Embedded Professional Development Focus	Facilitator/Presenter	Research
First Week of Each	Research-Based Instructional Strategies for Mathematics (one-on-one, department meetings, planning time, staff meetings, PD sessions)	Delivered by EdWorks Content Coaches	Burill, Bucci, Fuchs, Lembke
	Research-Based Instructional Strategies for Science (one-on-one, department meetings, planning time, staff meetings, PD sessions)	Delivered by EdWorks Content Coaches	National Research Council, Bybee, Kwan, Keely
Second Week of the Month	Walkthroughs and Instructional Rounds to Monitor implementation of PD and check for transference	EdWorks Coaches, Central Teachers	Elmore
Third Week of the Month	Pre-, During and Post-Reading Strategies	EdWorks Coaches	Gregory, Kuzmich, Fowler
	Writing Across the Curriculum		
Fourth Week of the Month	Examining Student Work and Performance Data for Evidence of learning; Adjusting lesson plans based on student learning results	EdWorks Coaches	Stiggins, DuFour, Tomlinson

	Special Focus Areas	Facilitator/Presenter	Research
The Month of **February**	MME High Pay-Off Test Prep Strategies	EdWorks Coaches	What Works Clearinghouse
The Months of **May and June**	Vertical, horizontal and cross-discipline alignment of the curriculum, the design of units of study based on common state core standards and the national content standards for science and social studies.	EdWorks Coaches	Common Core State Standards, Wiggins, McTighe, Marzano, Sousa

Student achievement in mathematics is the most critical area for improvement of teacher knowledge, pedagogy and skills. Based on analysis of its student data, Central has developed the following anticipated schedule of embedded mathematics professional development. These topics may be adjusted as Central Collegiate leaders assess teacher transfer of knowledge and skills through the ongoing walkthrough process.

Year One:
- Mathematics –   Using Hands-on-Manipulatives, Problem Solving Strategies, Technology to engage students in Mathematics
- Integration of Technology into Mathematics Teaching and Learning
- Unpacking College and Career-Ready Standards and Skills for Mathematics
- Wiki lessons and real life applications
- Solving the AYP Mathematics Dilemma with Carnegie Mathematics Technology
- The Power of Data Director to Improve Mathematics Outcomes for Students

Year Two:
- Using Mathematical Modeling to Improve   Engaging Students in Current Events Reading to Advance Concepts in Mathematics
- Effective Use of Smartboards in the Mathematics Classroom
- Numeracy Across the Content Areas
- Carnegie Mathematics Intervention Strategies

- Using Mathematical Modeling to Improve Student Understanding of Complex Concepts
- Engaging Students in Current Events Reading to Advance Concepts in Mathematics

Year Three

- Justification and Generalization as Tools to Improve Mathematics Performance
- Grades 9-13 Curriculum Alignment and Vertical Scope and Sequence Development within and across content areas, with a special focus on Mathematics
- Mathematics lesson Design and Delivery for coherence and student growth
- Using the Rigor and Relevance Framework to Improve Problem-Based Instruction in Mathematics
- Designing and Using Rubrics for Performance Based Assessment in Mathematics
- Research-Based Teaching and Learning for Mastery of Common Core Standards in Mathematics
- Integration of early college experiences in Core and Elective Courses, particularly Mathematics *PLEASE SEE ATTACHMENT-INTERVENTION PLAN SUGGESTED BY EDWORKS*

5. External Provider Selection

Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list.

EdWorks, LLC is a not-for-profit, fee-for-service subsidiary of the nationally recognized KnowledgeWorks Foundation. To drive its work on the ground, EdWorks has developed a portfolio of proven high school approaches: Redesign; Early College; and Science, Technology, Engineering and Mathematics (STEM). Collectively referred to as, "The EdWorks Model," these approaches enable school and district leaders to start-up or restructure a high school through a five-year, step-by-step system of strategies, processes, and tools.

The EdWorks Model represents a very specific point of view about the structure and process of working with schools to turnaround operations and student achievement. The Model is designed to develop a high-performing high school that uses personalization as the key to its success. Personalization is achieved in three ways:

1. Through the development of high-functioning small schools in an existing school building.

2. By building the capacity of each and every person in the school to "get the work done" through very structured professional and leadership development plans.
3. By developing a culture in which the teaching and learning process focuses on individual student growth and achievement and thus drives everything that happens in the building (i.e., if it doesn't improve teaching and learning, we don't do it).

The four fundamental components—rigorous curriculum and instruction, climate and culture, aligned assessments and a system of student support—provide the foundation for the work with schools. A total of 36 essential elements refine the implementation strategy. Together, these four components, their underlying elements and the district support framework form a tightly-woven, interconnected, interdependent system.
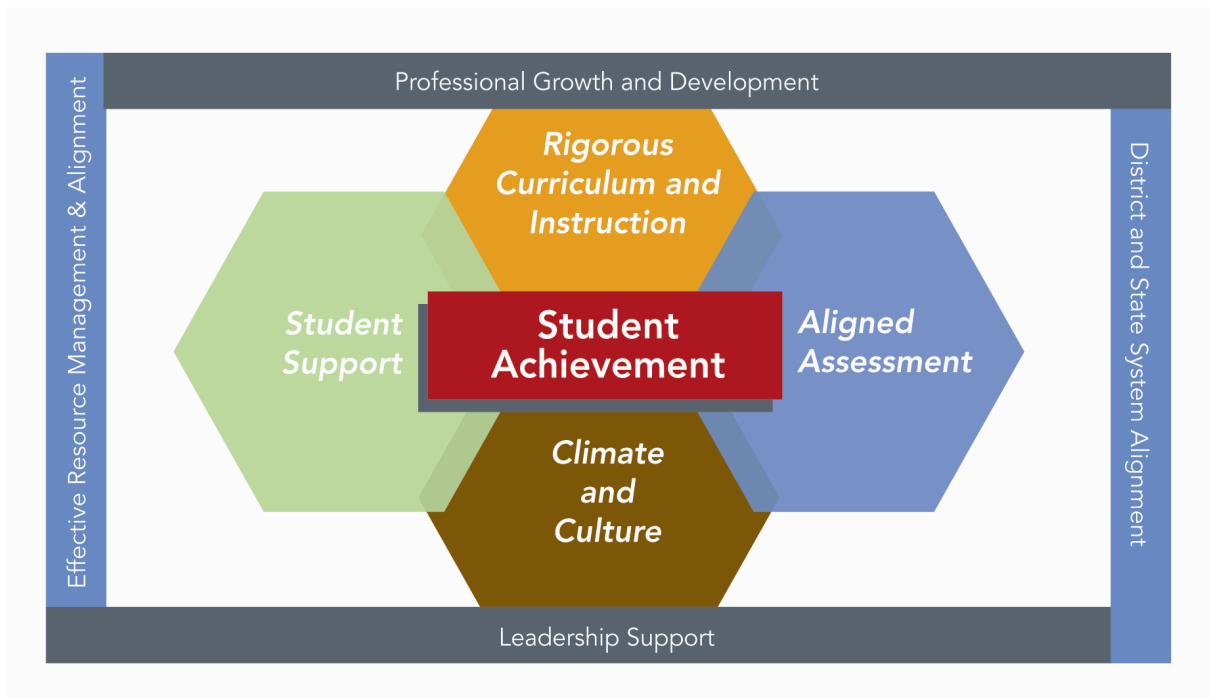
The four fundamental components and 36 essential elements in the EdWorks Model include:

Rigorous Curriculum and Instruction

1. Rigorous, college-ready curriculum for every student, every day
2. Clear learning objectives
3. Differentiated instruction
4. High levels of student engagement
5. Higher order thinking skills
6. High payoff, short-term instructional strategies across the content areas
7. Broad, school-wide early college experience
8. 21st century literacy across the curriculum
9. Results-driven, flexible scheduling
10. On-site and online professional learning communities
11. Intensive summer institutes for teachers and curriculum staff

Comprehensive Student Support

12. Just-in-time interventions, including re-teaching, and tutoring, among other strategies
13. Semi-annual student led progress review
14. Accessible, detailed, easy-to-understand student progress data and portfolio
15. Student Advisory System
16. Accelerated Academies
17. Summer Bridge Program
18. Higher education partnerships
19. Internships and community service

Aligned Assessments

20. Baseline diagnostic data

21. Short Cycle Assessment

22. Classroom assessment

23. State-mandated graduation tests

24. College and Career Readiness tests

25. Performance-based alternative assessment

26. Teacher, school and district self-assessments

27. Regular Dashboard Reports for each shareholders' shared accountability data
    (student, teacher, principal, administration, Board, partners, parents, community)

Supportive Climate & Culture

28. Safe, purposeful school environment

29. Community engagement for accountability

30. Students and families as primary stakeholders

31. Distributed leadership from the student's desk to the superintendent's desk

32. School design for personalization

33. Coordination of campus-wide issues

34. Personalized student growth plans with quarterly outcomes

35. Results-driven goals

36. A culture of continuous learning for adults

EdWorks Processes and Tools

EdWorks offers a well-developed process that is contextualized to meet local needs—EdWorks doesn't just tell sites what they need to do, EdWorks *shows school teams how* to transform to effective, 21st century learning organizations. The EdWorks Model works on *all* elements, not just one or two. EdWorks gives school teams a structure achieve their goals:

- ☑ Technical Assistance Coach
- ☑ Scope and Sequence for the design and delivery of effective, innovative high school education
- ☑ Easy to follow annual planning and implementation calendar
- ☑ Fully developed 5-Year Teacher Professional Development Plan (with the first three years of the plan delivered during the life of this grant)
- ☑ Hands-on Leadership Development Plan
- ☑ Teacher Summer Institute
- ☑ National Leadership Institute and Leadership Retreats
- ☑ Online social networking and professional learning community focused specifically on high school
- ☑ Data capture tools and customized dashboard presentation of results

The EdWorks Model is rooted in more than 20 years of research by educators, scientists, social scientists, and economists. The research can be distilled to five simple strategies:

→ Begin with the individual student.

↳ Drive instructional practice with data.

↳ Conduct teaching and learning through the tightly-woven fabric of standards, assessments, curricula, student supports, and instructional practices.

↳ Connect teaching and learning to students' prior knowledge and understanding.

↳ Make connections across content areas and with the real world; don't teach isolated facts in artificial silos in a sterile classroom environment.

On-Going, High-Quality Job-Embedded Professional Development

In early stages of the turnaround process at Central, a primary EdWorks instructional coach worked hand-in-hand with Principal Stephen McGhee, his leadership team and faculty to focus on improvements in the school's operational systems and the implementation of common high payoff literacy and instructional strategies across the curriculum. This began to create a common language among the staff and a singular focus on standards-based interventions rooted in the common core state standards and national content standards.

In spring 2011, coaches with specialized expertise in the following areas will be added to the EdWorks team to focus on critical areas identified in Central's school improvement plan:

- A Data Coach that will expand the school's collection, use and analysis of multiple forms of data at the classroom level
- A Mathematics Coach focusing on research-based practices within and across the other core disciplines
- A Science Coach, again, focusing on research-based practices within and across the other core disciplines
- Additional instructional coaching around strategies for differentiation, particularly the strategies outlined by Marzano, vertical and horizontal curriculum alignment within grade levels, across grade levels and across disciplines

Using a Cognitive Coaching strategy, these coaches work side-by-side with teachers and the school leadership team to deliver professional development to in the classroom and in small groups to every educator in the building. They model instruction in the classroom and guide a walkthrough process designed to gauge the level of transfer of professional development concepts to classroom implementation. Finally, they work to build the capacity of Central's internal teacher leaders and data support staff to continue to support the implementation of the turnaround strategic plan.

Rigorous content and high levels of student engagement are key to the teaching and learning process at Central. As such, all coaches know, understand, and use the Rigor / Relevance Framework developed by the International Center for Leadership in Education to provide a quantitative measure for application of content knowledge within and across disciplines.

The professional development plan is in alignment for the context, process, and content standards as outlined by the National Staff Development Council so that staff development will improve learning for all students. These standards include:

Context Standards

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

Process Standards

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)

- Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

The Detroit Public Schools has established a system of train-the-trainer teacher leaders and internal coaches. These experts will collaborate and align their work with EdWorks instructional and leadership coaches, to assist with on-going, job-embedded support for implementation of the processes and tools learned through whole-school or small group workshops, weaving a seamless system of support for effective instruction.

Turn-Key Leaders
The Turn-Key model involves the ongoing training of key staff who are responsible for returning to their respective schools and working in collaboration with the school principal to deliver the expected professional training.

English Language Arts/Literacy Coaches
Literacy Coaches will participate in monthly professional development where they study, in depth, the five components of reading instruction identified by the National Reading Panel. This series of professional development sessions assists the Instructional Specialists and Coaches with methods for demonstrating and modeling effective, research based reading strategies as well as providing them with a wealth of resources and strategies to support Central Collegiate Academy.

Mathematics Coaches
Mathematics Coaches will participate in monthly sessions designed to assist them with the implementation of the Mathematics Standards and the integration of Common Core Standards. A series of professional development sessions assists the Coaches with methods for demonstrating and modeling effective, research based mathematics strategies as well as providing them with a wealth of resources and strategies to support Central Collegiate Academy.

The timeline for activities in Section III provides insight into the timing and content/pedagogical focus of professional development. Specific workshops and professional development schedules will be designed in consultation with the school and district leadership teams, which both include teacher association leaders. New knowledge and skills will be introduced to staff in workshops that are generally 90 to 120 minutes in length. Multiple modules may be combined, if the school is able to offer day-long or multi-day retreats.

6. Alignment of Resources
Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

Central Collegiate Academy High School is committed to involving parents, the community and outside experts in the school's turnaround efforts. Central participates in a "mapping process" to identify possible community stakeholders. This is a process that allows the school to reach out to solicit possible community partnership with local businesses, churches, organizations, and Central Alumni Association.

The mapping process includes: Community Organizing, where the staff seek and mobilize individuals within the community to collaborate to prepare students beyond high school; Community Engagement, developing deeper ongoing relationships between schools and community.

Focus Hope serves as one of the community partners of Central. Focus Hope is a renown civil and human rights organization who is diligent in working to bridge the racial divide in southeast Michigan through their food program, career training programs, and Hope Village Initiative. Focus Hope provides opportunities for our students that support job readiness, vocational programs and career guidance. Focus Hope also provides programs for the parents of Central Collegiate Academy.

Detroit Police Department 10th Precinct is vital to the Central Collegiate Academy Community. To maintain a safe environment around school grounds, police officers engage in "walking the beat" program at Central. This is when police officers walk the perimeter of the building and throughout the neighborhood. Police officers are vigilant and visible deterring any illegal activity in and around school grounds. It is with this collaboration that school incidents have declined. Wayne County Prosecutors has also partnered with Central Collegiate Academy by providing students with legal advice that relates to them as young adults and implementing an anti-bullying conference.

Central Collegiate Academy, through its partnership with Detroit Parent Network operates a parent resource center. Central is one of eight sites selected to be a center to serve parents throughout the area. This in-school center provides training and resources to parents of DPS students, helping them be involved in their children's education.

The Parent Resource Center at Central is a comfortable community gathering space equipped with multiple computers as well as phones, sofas, small libraries, and play areas for children and more. They offer expert-led workshops, childcare, GED support, job training, support groups, MEAP assistance, book clubs, sessions on Title I programs, college information, coffee talks on parent engagement and other offerings. This center is designed to involve, connect and empower parents to help students reach academic success and serve as a hub for training and resources.

The students of Central Collegiate Academy are also invited in community service projects throughout their community. High school juniors and seniors took an interest in the appearance and safety of the neighborhood surrounding their school by boarding up several abandoned or burned out homes as part of their annual service project. This program is organized and coordinated by the students with the assistance of their advisor.

It is the goal of Central Collegiate Academy to prepare the students for success academically and to produce productive citizens. Edworks is the external partner provider who will provide support for this Comprehensive School Plan. Edworks Model for High School improvement will provide the staff at Central with the tools, training, and technical assistance to boost high school graduation rates, increase the quality, energy, and achievement in the classroom, improve student performance on required exams, make high school courses more relevant to student interests and career aspirations, and to provide high school students additional opportunities to earn college credits.

St. John School Based Health Center
Central Collegiate Academy has partnered with St. John's Hospital in obtaining a school-based on site Health Clinic which opened its doors in the Fall 2010. This partnership will enhance the health status of our school's community and surrounding neighborhoods. Education and intervention programs are essential to health wellness, fitness and longevity. Good health is the key to a child's ability to succeed in school and life. Central Collegiate Academy together with St. John's Hospital is committed to supporting the good health of children and adolescents by working with parents, teachers, health professionals and school administrators to maximize the resources to support the well-being of children from all facets.

St. John's Health Clinic will provide families with quality care in a nurturing environment. Comprehensive health care will be accessible. Some of the following services will be given on site during regular school hours of operation with parental

permission. These include: 1) A complete line of immunization services including TB skin test, 2) Physical examinations for health maintenance, sports, etc. and EPSDT screens for Medicaid, 3) Diagnosis and treatment of common illnesses and minor injuries, 4) Health promotion and risk reduction programs for students and family members on substance abuse prevention, abstinence, violence prevention, nutrition/physical fitness, HIV/AIDS and STD prevention and asthma management 5) Provide mental health services, counseling, referrals, screening, and consultations 6) dental and vision services.

Central Collegiate Academy Subway Program
Central Collegiate Academy has launched a University of Subway program, the first of its kind in the nation, in an effort to promote and create awareness surrounding healthy eating lifestyles, financial literacy, and entrepreneurship among high school students. The strategic plan was created in 2010 and the program was implemented in the winter semester of January 2011. Initial funding was provided by Title 1 funds for the Financial Literacy program.

Through the Subway University, students will learn steps in the production and distribution of products and services, as well as other methodologies to gain entrepreneurship skills by means of the Subway as the business model. The program includes online courses and curriculum to train for positions such as "Sandwich Artist," shift supervisors, managers and franchisees. More than two dozen students have participated.

The Central Collegiate Academy Subway Program was designed to function as a cognitive apprenticeship practicum; it was accomplished by converting the school lunchroom from a place which previously only served the purpose meeting the nutritional needs of people who occupy the building to becoming a learning environment which has converted the use of their tangible assets to tools they can fully use to assist in the development of the youth. The program is aligned with the educational philosophy of Central Collegiate Academy and therefore mirrors their belief that a truly effective curriculum should bridge the gap between the theoretical world and the applied learning environment.

In support of the Turnaround Model the following goals will be met with ongoing student participation in the Subway Program.

1. Improve the cognitive learning skills of the participants.

2. Exhibit how traditional core classes will be applied in everyday life.
3. Provide the participants with real world work experience.
4. Increase the number of qualified students applying for free and reduced lunches.
5. Increase the number of meals sold per day.
6. Reduce truancy by providing students with a unique learning concept.
7. Develop community partnerships with local businesses and other educational support programs.
8. Create a viable business entity to support the financial growth of the school.

7. Modification of local building policies or practices

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for shared decision-making to provide schools the level of autonomy and operational flexibility they require to improve student achievement. The principal of Central Collegiate Academy will have operational flexibility to support the school's turnaround efforts. This includes having control over operational processes such as budgeting, school start and end times, scheduling, school program design, and screening/ selecting staff who are committed to and implement school-wide turnaround plan with fidelity.

In collaboration with the Detroit Federation of Teachers, the district negotiated new contractual language under "Priority Schools" that allow for flexibility regarding seniority rules and enables Priority Schools to hire and retain those individuals who will best meet the needs of the Priority School's student population. Under Priority School's agreement, the following is in place relative to staffing.

The DFT Collective Bargaining Agreement was amended to provide the additional flexibility in order to fully implement the components of either the Turnaround School.
Provisions under the Priority School Agreement (Flexible Work Conditions)
Per the agreement between the District and Priority School staff, members of Priority Schools agree to the following:

- Extended school day and year
- Participation in the Shared Decision-Making process
- Hiring based on selective application process
- Retention of staff based upon performance, not seniority

Staff members are committed to working together to achieve a collective purpose. There is a staff willingness to support educational innovation by attending workshops, accept parental input and community support. Planning for this proposal actually began in fall 2009 with the assignment of the new principal, Mr. Steven McGhee. The process has been transparent and inclusive, with strong levels of participation.

The Central Collegiate Academy community has employed the following strategies, among others, to achieve a successful Turnaround. Chief among the strategies are elements included in the Priority Schools agreement between the Detroit Federation of Teachers and the Detroit Public Schools:

To build the capacity of our teachers and our leadership team Central Collegiate Academy will incorporate a variety of strategies to promote growth. We will implement the following strategies: teacher-peer collaboration, teacher shadowing, teacher clustering, professional development/in-services and common preps.

Teacher peer collaboration will allow teachers to develop and create best practices in our cyber teacher development room via cameras and additional technology. Instructors will have an opportunity to observe teacher/student interaction in real time. Actual teaching and learning is taking place. Furthermore, this observation can be viewed throughout the entire building via monitors. By observing best practices we are promoting systematic growth.

Central Collegiate Academy will also provide professional development to increase knowledge. Staff will be able to modify instructional design to ensure objective skilled mastery and expand instructional techniques to accommodate different learning styles/ multiple intelligences. As a result of participating in professional development, professional staff will be able to analyze and interpret data targeting instruction. Teachers will be able to develop the necessary skills in content and pedagogy.

Efforts will also be put forth to schedule common preps. Teachers are able to share common planning time to create and implement best practices and targeted lesson planning. We strive to implement research based, best teaching practices. Continuous efforts are made to address the best possible strategies to increase student achievement.

At Central Collegiate Academy, we have a specific plan in order to meet the organizational objective of student achievement. The entire staff of Central Collegiate

Academy is well aware that they are an integral part of this Turnaround Model that supports change.

The standard of accountability relies on shared governance. Experts have noted that organizational success happens when all staff is focused on the same goal. With the rise of accountability our school is driven by data to improve student success.

Using data to implement and/or differentiate instruction
Data is used as a driving force behind the rigorous, relevant, instructional program that is research-based and aligned to national Common Core standards, state standards and national college and career-ready standards. Data is gathered annually to assess student achievement of the targets to provide feedback to the staff for instructional decision making and to monitor student learning.

Data will be gathered from baseline diagnostic data, short cycle assessment , classroom assessment, state-mandated graduation tests, college and career readiness tests, performance-based alternative assessment; teacher, school and district self-assessments, Q2 and Q4 assessments, MEAP, PSAT, ACT/MME, and BRIGANCE.

Teachers will align processes and integrate efforts in support of content standards and exhibit knowledge of standards for mathematics and reading. There will be clear learning objectives and goals in planning. Lessons should trigger higher order thinking skills with high levels of student engagement. We are proposing expanded learning time for extended learning. There are multiple ways for students to experience learning through rigorous academic offerings with a college-ready curriculum. We have learning systems established that support innovative, personalized instruction to enhance students' math and reading skills. Specific instructional tools and strategies include, but are not limited to:

- Kaplan Learning for study skills
- Read 180
- FIRST Robotics program
- Implementing a Ninth Grade Academy and Summer Enrichment Academy
- Carnegie Mathematics
- Cognitive Tutor for Science and Mathematics
- Star Reader and Math
- Electronic portfolios

- Upgraded technology and technology supports, such as a Help Desk, Study Whiz, Promethean Boards, graphing calculators, LCD projectors, mathematical software, etc.

Central Collegiate Academy, in collaboration with all of its stakeholders, has increased student engagement, extended learning opportunities and assistance by offering the following which is currently in process for the calendar year of 2011.

Cyber Café
The purpose of this cyber process room is to be used as an informal cross-curricular transitional classroom. Furthermore, it will serve as an extended learning opportunity for all students at every grade level in addition to providing intervention services and accelerated learning. Students will be able to participate in short-cycle assessments, Star Reading & Math and other enrichment programs. Teachers will be able to gather in the café to meet for common planning and application and sharing of best practices.

Writing Lab
In this lab setting writing will be done across the curriculum. It is an ideal classroom setting which will foster group instruction, cooperative, collaborative learning skills and targeted instruction addressing academic deficits for all students in the core content areas of science, math, social studies and ELA. Technology will be the key component of learning. Promeathean boards, projectors, television, computer aided journalism as well as project based learning will be used.

MME/ACT Lab
The students will complete and review sample ACT/MME released items, Work Keys, MI PLAN & EXPLORE sample tests. Furthermore, test preparation will be provided by KAPLAN. Students will receive extensive test-taking strategies in Reading & Math timed tests.

Technology Lab
Teachers will utilize computers to guide instruction and create lessons for students with the use of current textbook software programs and interactive applications which include real-world activities. Computer repair, computer aided drafting and the writing of computer programs, excel, Microsoft, posting on the internet, designing websites, Skype and the use of I-Pods and TI- Inspire calculators will also be addressed.

College Suites

A corridor of classrooms sponsored by selected colleges and universities. Students will be encouraged to use these rooms as contact and additional places to receive information about college admissions, requirements, Financial Aid, ACT, SAT, testing applications and college life in general through college representatives. The goals and objectives of the college suites is to provide students, parents, teachers, and support staff as it relates to academic, career, vocational, and personal concerns. Central Collegiate Academy has designed stairwells throughout the school with college logos.

However, we are very limited to the wide spectrum of learning opportunities through all means of technology needed to meet all needs and accommodate all learning styles and intelligences.

Further, the Turnaround strategy at Central Collegiate Academy support systematic change by continuing to use data to implement differentiated instruction and other instructional programs. All teachers use base line data to guide curriculum, instruction practices in support of standards, improving student outcomes. Lesson plans are targeted for all subgroups to increase on standardized tests. There is a common focus.

Instructional staff has been provided time to collaborate, including regular, scheduled and committed time to engage in team building, planning, analysis of student work, and collaboration for student success. They are continuously investigating and selecting research based proven practices to address high priority objectives.

Central Collegiate Academy has a profound commitment to providing professional development, committing time and resources to a coherent plan and emphasis on continuous learning for all professionals in the support of learning for all students.

Supporting the emotional character development that distinguishes an individual is another contributing factor of providing social, emotional, and community oriented supports. The provision of a safe, quality environment with all the necessary tools for each stakeholder to achieve at their maximum potential compliments this initiative as well.

Teachers must be empowered to bring change and improvement as they gain that empowerment through relevant, professional development opportunities.

Organizational funds will be provided to support:

- **Common Planning Tim**e will be established for all teachers embedded within the master schedule.

- **Focused professional development time** for all educators in the building: Four hours of extended professional development time each month and a minimum of five days for an annual teacher summer institute (in two parts, three days in June, two days in August)
- **Accelerated Academies for students**: focused student intervention just prior to the high stakes state exams (in addition to any regular intervention practices)
- **Student Summer Bridge**: minimum 4 days as transition between grades 8 and 9
- **Year-long Senior Seminars and Capstone** projects as transition between high school and the world of work and higher education.

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2011-2012 school year.

New Content is delivered in Workshops or Retreats

Each workshop models research-based instructional strategies, providing clear learning outcomes, short segments of content delivery to set the stage for the work to come or summarize immediate lessons learned, periods of collaborative reflection and research, hands-on discovery, and an overall learn-by-doing focus. Leaders and teachers involved in the workshops learn the latest approaches to leadership, teaching, and learning by developing lessons or creating walkthrough plans or completing SWOT analyses and formulating student support plans, just to name a few examples.

Year one activities will focus on establishing a positive school culture and climate. Research indicates that a safe, caring, participatory and responsive school climate tends to foster great attachment to school as well as providing the optional foundation for social, emotional and academic learning (Blum, et.al., 2002: Osterman, 200). The Central Collegiate Academy professional development plan provides for job embedded, sustained PD that will be implemented with fidelity in all classrooms. The principal, assistant principals, and Central Leadership Team will be responsible for measuring the effectiveness of all professional development including climate and culture Professional Development. The Central Collegiate Academy Leadership Team will measure change as it relates to culture and climate through perception surveys to staff, students, parents, and other school stakeholders. Surveys will be completed a minimum of three times per year.

Who is accountable for the redesign implementation?

The Central Collegiate Academy Leadership Team is responsible for ensuring that all elements of the redesign plan are implemented effectively. The Central Collegiate Academy Leadership Team is made up of: Mr. Steven McGhee, Principal, Mr. Tracy Thomas, Mr. Tracy Carpenter and Mr. Damon Sewell, Assistant Principals, The School Improvement Team which consists of a teacher representative from each core content subject area, The LSCO, Public Safety, Our Business Consortium and Partnerships, Our Community Partnerships, and representatives from EdWorks and Mosaica Education.

The team will meet at three week intervals to review the redesign implementation plan and ensure that it is implemented according to what was approved by the Michigan Department of Education. Regular reports will be given to the staff at meetings, through e-mail updates, notices and other forms of communication.

Pre – Implementation Activities

Pre-implementation activities necessary to provide the structure necessary for full implementation of the redesign plan have been taking place throughout the 2010 – 2011 school year. These activities include:

Activity	Date(s)	Responsible
Michigan Merit Exam Student Preparation	October 2010 through March 2011	Principal, Counselors, Core Academic Teachers
Establish Walkthrough Schedule	October 2010	Principal, Assistant Principals
School Improvement Team Meetings to Develop Redesign Plan	On-Going	
Parent / Community Information Meeting	March 17, 2011	Collegiate Academy Leadership Team
Develop Credit Recovery Program	February 28, 2011	Principal, Assistant Principals
Staff Information / Redesign Meeting(s)	On-Going	Principal , Collegiate Academy Leadership Team
Data Director Professional Development	To Be Determined	Data Specialist
NWEA Training	To Be Determined	North West Evaluation Association

Establish Targeted Intervention Program	April 1, 2011	Mosaica Education
Read 180 Training	May 2011	Scholastic Reading

	Leadership Development	Teacher Professional Development
Year One	**Leadership Retreat: Getting the culture and Climate Right for Student Success:** • Supportive climate and culture • Research components of a high-performing high school • Data-driven strategic planning • Resource development and monitoring (budgeting to support research-based practices) • Authentic community engagement • Effective communication • Engaging students and family • Personalized Student Growth Plans	**Mini Teacher Summer Institute focusing on:** • High Payoff, Short Term Instructional Strategies • Literacy Across the Content Areas • Brain-Based Research –its meaning for student engagement
	21st Century Education Seminar Series	

• 2020 Forecast: Creating the Future of Learning

Leadership Development	Teacher Professional Development
• Understanding and applying the local economic development plan and jobs forecast to real-world educational experiences • The latest research on teaching and learning strategies for 21st century students • Unpacking College and Career-Ready Standards and Skills • Understanding the EdWorks Innovative Prototypes and the research behind their development • Contextualizing the Portrait of a Graduate, Identifying specific 21st century skills and habits of mind to be reinforced in innovative prototype designs • Understanding and contextualizing the Four-Year, Standards-Aligned Learning Plan for the prototype designs	
Leadership Retreat focusing on Adaptive Leadership for Real-World Results: • Adaptive Leadership knowledge and skills • 21st Century Skills • College and career readiness • Student advisories • National and international student performance • Effective business and community partnerships • Effective small school operations	**Teacher Summer Institute focusing on:** • Introduction to the Rigor and Relevance Framework • Backwards Design • Literacy Across the Content Areas • "Quadrant D" Rigorous, Relevant Lesson Design • 21st Century Skills • Lesson Design and Delivery for coherence and student growth

	Leadership Development	Teacher Professional Development
Year Two	Using one-on-one meetings with members of the leadership team and embedded teacher professional development, educators deepen knowledge and skills gained in the previous year and the summer institute. Workshops are held after school, as needed, to reinforce or teach in a different way, content and pedagogy introduced in the summer, so that teachers and leaders become fluent practitioners in that area. Professional development focuses in the following areas: **Implementing Personalization** ▪ Advisories ▪ Personalized Student Growth Plans **Short Cycle Assessments** ▪ Exploring Diagnostic and Short Cycle Assessment System ▪ Short Cycle Assessments as Instructional Resources **Classroom Practice/Learning Conditions** ▪ Student Work ▪ Lesson Design and Delivery ▪ Research-Based Instructional Models ▪ Student Performance	
	Leadership Retreat: Growing and Supporting Effective Teams • Distributed leadership • Effective meetings • Active listening • Progress monitoring • Walkthroughs and appraisals • Leadership in the school community	**Teacher Summer Institute: Instructional Design for Rigor and Relevance** ▪ Rigor and Relevance Framework ▪ Knowledge Taxonomy and the Application Model ▪ Instructional Models and Planning ▪ Unpacking the State and 21st Century College-Ready Content

	Leadership Development	Teacher Professional Development
	• Induction programs for new staff • Culture of continuous Learning	Standards ▪ Formative and Summative Assessments (including Performance-Based, Alternative Assessments ▪ Developing "Quadrant D" Units of Study ▪ Designing and using Rubrics ▪ Differentiation
Year Three	Using one-on-one meetings with members of the leadership team and embedded teacher professional development during common planning time, educators deepen knowledge and skills gained in the previous year and the summer institute. Workshops are held after school, as needed, to reinforce or teach in a different way, content and pedagogy introduced in the summer, so that teachers and leaders become fluent practitioners in that area. Professional development focuses in the following areas	
	Leadership Development: • Distributed leadership • Effective meetings • Active listening • Progress monitoring • Walkthroughs and appraisals • Leadership in the school community • Induction programs for new staff • Culture of continuous Learning	**Teacher professional development** • Looking at Student Work ▪ Standards-Aligned, Unit Design and Delivery ▪ Differentiation ▪ Implementing Student Performance Assessments ▪ Formative and Summative Assessments ▪ Best Practice Instructional Models ▪ Designing and Using Rubrics

Leadership Development	Teacher Professional Development
Leadership Retreat: Leading a High-Performance Organization: • Instructional Leadership • Rigorous curriculum and instruction • High payoff instructional practices • Assessment for learning • Gap analysis • Curriculum Alignment • Instructional monitoring • Results-driven, flexible scheduling	with students ▪ Alignment with State and 21st Century Standards **Teacher Summer Institute:** **Beyond Rigor and Relevance** • Comprehensive, four-year Course of Study aligned to State and 21st Century College-Ready Standards • Grades 9-13 Curriculum Alignment and Vertical Scope and Sequence Development within and across content areas • Analysis of Content with University Partners • Integration of early college experiences in Core and Elective Courses

Central Collegiate Academy and EdWorks will implement a multi-faceted technical assistance approach across the three years of the School Improvement Grant.

Short Cycle Assessments

Rubrics help assess student learning. Teachers will be able to assess themselves as well; how effectively their strategies guide the students. Rubrics are one tool used to gauge students' progress. Students can also use the rubric as a part of self-assessment process to help them reflect on their work.

Various rubrics apply to different instructional strategies and the impact on students; where improvement is needed, when it should be addressed. Feedback about their progress is essential to growth. Some researchers believe providing feedback is the most powerful thing that a classroom teacher can do to enhance student achievement. Furthermore, giving students effective feedback about their work can improve their learning.

Yearly Progress Pro Math Short Cycle Assessment

In order for teachers and students to have consistent feedback about students' academic growth, we will provide the Program Yearly Progress Pro (YPP) computer based short cycle math assessment. Yearly Progress Pro is an award-winning online progress monitoring solution that is based on 25 years of research in Curriculum-Based Measurement (CBM), a methodology proven to improve students' learning outcomes. CBM is particularly effective with Response to Intervention (RTI) programs, a method of academic intervention that is designed to provide early, effective support to struggling learners.

The YPP math assessment provides students with weekly multidimensional computerized adaptive assessments of their academic growth. With the weekly assessments, teachers

will also be able to personalize and differentiate the academic growth rates for students will be made. By implementing a comprehensive computer and online short cycle system of assessment and reporting, educators can:

- Identify and eliminate gaps in individual student learning as they are developing
- Allow students to carry their assessment records with them
- Implement much faster turnaround of student results
- Be accurate, timely, and nuanced enough to account for the numerous variables that can have an impact on how a student learns and retains knowledge

Criterion Writing

The *Criterion*® Online Writing Evaluation service from ETS is a web-based instructional tool that teachers use with students to help them plan, write and revise essays guided by instant annotated diagnostic feedback and a holistic score. *Criterion* service can help teachers measure and improve your students' writing skills, adjust instructions and track student progress with greater efficiency.

The *Criterion* service gives teachers a tool to enhance writing instruction and provides students with unlimited opportunities to improve their writing skills through writing essays. Teachers and students can access the *Criterion* service from school, home, or anywhere with an Internet connection, because it is offered online.

The *Criterion*® online evaluation service provides teachers and students with reliable evaluations of English-language essays; as a college-readiness skill. It delivers immediate score reporting and diagnostic feedback that students can use to revise and resubmit their essays. Teachers can use their own topics or select from the *Criterion* topic library of more than 400 essay assignments at various skill levels.

Tripod Project Short Cycle Assessment of Instructional Quality

The Tripod Project administers surveys with students and teachers at the classroom level to document attitudes, perceptions, experiences, and instructional practices. The resulting data are returned to the school in forms suitable to inform and influence deliberations about ways to improve schools, raise achievement, and narrow gaps. The Tripod Project value-added analysis looks at ways that student responses from Tripod surveys help predict year-to-year gains in academic achievement, as measured by MME/MEAP tests. For example, in this analysis seek to draw conclusions concerning whether particular classroom environments (reflected in survey results) produce more or less progress for high achievers when compared with low achievers.

The Tripod Project aims to present data in multiple configurations to help schools diagnose conditions, build consensus around priorities, and craft strategic action based on real data that highlight key differences and similarities among and across segments of the school community (e.g., grade levels, genders, races).

Assessing what students already know enhances their learning about new content. Research shows that cues and questions should focus on what is important, not on what is unusual. It is encouraged to use cues, questions to advance organizers to enhance students' learning. Assessment practices provided can structure feedback to students to help them excel on high stakes standardized tests. The NCLB accountability statute specifies several performance levels, but the accountability system uses only one, which in the statute is called "proficient". Therefore it is pivotal to support educators in learning how to use data responsibly and understanding the common uses and misuses of achievement data.

The plan is designed to have experienced EdWorks technical assistance coaches modeling instructional leadership, delivering a scaffold system of leadership and professional development on research-based teaching, learning and leadership practices, providing feedback to leaders and teachers, and mentoring their development throughout the three years of the initiative. The goal is to prepare staff to carry on the research-based

practices after the close of the grant. The work is scaffold to *challenge participants, but not paralyze* progress by moving too quickly on too many fronts.

Description of Work	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Year One (September 2010 – August 2011)												
Conduct Mini Teacher Institute to help induct new staff members to the campus and new SLCs, focusing on: • The 2020 Forecast: Creating the Future of Learning • High Payoff, Short Term Instructional Strategies • Literacy Across the Content Areas • Brain-Based Research	◆	◆										
Conduct baseline assessments with all students in grades 9 and 10 and any students in grades 11 and 12 who have not scored proficient on the MME or met the ACT threshold for performance	◆											
Assess effectiveness of plans for safety, security, discipline and attendance. Adjust as needed.	◆		◆		◆		◆		◆			
Identify a local community engagement partner; develop work plan with that partner	◆											
Make a formal Progress report to the local community	◆											
Collect student, teacher, school data			◆				◆				◆	
Implement an authentic community engagement plan focusing on the 2020 Forecast; help the community come to know about and engage with the new SLCs		◆	◆	◆								

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Using targeted one-on-one coaching time for principals and teacher leaders and extended time for teachers and guided agendas for common planning time, conduct leadership and teacher professional development deepening knowledge and skills gained in the previous year. Professional development focuses in the following areas: **Implementing Personalization** ▪ Practices that promote personalization of instruction to meet individual student needs ▪ Personalized Student Growth Plans	◆	◆	◆	◆	◆	◆	◆					
Weekly Short Cycle Assessments ▪ Exploring Diagnostic and Short Cycle Assessment System ▪ Short Cycle Assessments as Instructional Resources **Using Data to Drive Instruction**	◆	◆	◆	◆	◆	◆	◆	◆	◆			
Administer formative assessment				◆			◆			◆		
▪ Conduct Triage process with existing 10th, 11th and 12th graders in each SLC to target students in need of intervention. ▪ Conduct "Accelerated Academies" to meet needs identified through the Triage Process and formative and classroom assessments				◆	◆	◆	◆					
▪ Contextualize the EdWorks system for distributive leadership to reflect local school areas of focus and priorities ▪ Elect SLC leadership teams ▪ Form the Campus-Wide Leadership Team				◆	◆							

Description of Work	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Conduct second mini-summer institute to continue the induction process for new staff, focusing on: ▪ Introduction to the Rigor and Relevance Framework ▪ Backwards Design ▪ Literacy Across the Content Areas ▪ "Quadrant D" Lesson Design ▪ 21st Century Skills ▪ Lesson Design and Delivery for coherence and student growth						♦							
Conduct SLC Leadership Team and Campus-Wide Leadership Team meetings, making recommendations for action/decisions according to the agreed-upon structures							♦	♦	♦	♦	♦		
Identify specific university and business partners with content expertise in the focus areas for each SLC; build work plans with each partner							♦	♦	♦	♦	♦		
▪ Guide staff through a research review in the specific focus areas of each SLC ▪ Work in cross-curricular teams to unpack national core and content standards and explore implications for the focus area of each SLC ▪ Collaborate with staff and university partners to develop coherent, four-year learning plan reflecting the focus of each SLC (if applicable, an SLC may choose to adopt an EdWorks prototype design and corresponding four-year learning plan)								♦	♦				
Administer student, teacher and leadership surveys								♦	♦				
Conduct the annual school assessment using the EdWorks rubrics for Organizational Effectiveness and Instruction (See attached Overview of the Assessment Process.)										♦	♦		
Develop student and teacher schedules reflecting										♦			

Description of Work	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
the new four-year learning plans for incoming 9th graders and rising 10th graders; develop a schedule for 11th and 12th graders that allows them to complete their previous learning plan											
Hold Student-Led parent/family-teacher conferences								◆	◆		
Conduct Leadership Retreat: Growing and Supporting Effective Teams, including: • Distributed leadership • Effective meetings • Active listening • Progress monitoring • Walkthroughs and appraisals • Leadership in the school community • Induction programs for new staff • Culture of continuous Learning									◆		
Hold Teacher Summer Institute, focusing on: ▪ Unpacking State and 21st Century College-Ready Content Standards and adjusting the flow of the four-year learning plans to reflect state context ▪ Formative and Summative Assessments (including Performance-Based, Alternative Assessments) ▪ The Rigor/Relevance Framework and "Quadrant D" lesson design ▪ Developing units of study, assessments and lesson plans reflecting the 9th and 10th grade portions of the four-year learning plans, the Rigor/Relevance Framework and Quadrant D lesson design ▪ Developing units of study and lesson plans for 11th and 12th grade that reflect the Rigor/Relevance Framework and Quadrant D lesson design Involve university and business partners (side-by-									◆		◆

Description of Work	T	T	V	C JAN	FEB	R	R	Y	JUN	JUL	G
side with teachers) in the design of rigorous, relevant units of study and lesson plans											
Conduct the Student Summer Bridge											◆

Description of Work	T	T	V	C JAN	FEB	R	R	Y	JUN	JUL	G
Year Two (September 2011 – August 2012)											
Hold regular meetings of SLC and Campus-Wide leadership teams	◆	◆	◆	◆	◆	◆	◆	◆	◆		◆
Conduct baseline assessments with all students in grades 9 and 10 and any students in grades 11 and 12 who have not scored proficient on the MME or met the ACT threshold for performance	◆										
Make a formal Progress report to the local community	◆										
Assess effectiveness of plans for safety, security, discipline and attendance. Adjust as needed.	◆		◆	◆		◆		◆			
Using targeted one-on-one coaching time for principals and teacher leaders and extended time for teachers and guided agendas for common planning time, conduct leadership and teacher professional development deepening knowledge and skills gained in the previous year. Professional development focuses in the following areas: **Aligning teaching, learning and assessment practices to support acquisition of:** ▪ 21st Century Skills	◆	◆	◆	◆	◆	◆	◆	◆	◆		

Description of Work	T	T	V	C	JAN	FEB	R	R	Y	JUN	JUL	G
▪ College and career readiness skills **Classroom Practice/Learning Conditions** ▪ Using data to drive instructional design ▪ Looking at student work ▪ Research-based instructional models ▪ Reviewing student performance and adjusting instruction **Walk-throughs and Classroom Observation as Professional Learning Tools** **Accessing and Using an Online Learning Community**												
Hold Student-Led parent/family-teacher conferences		◆								◆		
▪ Conduct Triage process with existing 10th, 11th and 12th graders in each SLC to target students in need of intervention. ▪ Conduct "Accelerated Academies" to meet needs identified through the Triage Process and formative and classroom assessments			◆	◆	◆	◆	◆					
Collect student, teacher, school data			◆				◆				◆	
Revisit effectiveness of new operational structures and policies for the innovative schools; adjust, as needed					◆	◆	◆					
Administer formative assessment				◆			◆			◆		
Revisit strategic plans and milestones for each site, involving all site-based leaders and teachers in the process, along with community representatives							◆	◆	◆			
Revisit progress and work plans with local			◆							◆		

Description of Work	T	T	V	C JAN	FEB	R	R	Y	JUN	JUL	G
community engagement, business and university partners; adjust, as needed											
Administer student, teacher and leadership surveys						◆	◆				
Conduct Annual Assessment using the EdWorks Rubrics for Operational Effectiveness and Instruction. Administer student, teacher and leadership surveys							◆	◆			
Develop student and teacher schedules reflecting the new four-year learning plans for incoming 9th graders and rising 10th and 11th graders; develop a 12th graders that allows them to complete their previous learning plan								◆			
Hold the Leadership Retreat focusing on Adaptive Leadership for Real-World Results, including: ▪ Adaptive Leadership knowledge and skills ▪ 21st Century Skills ▪ College and career readiness ▪ National and international student performance ▪ Effective business and community partnerships ▪ Effective small school operations									◆		
Conduct Teacher Summer Institute with continued focus on Instructional Design for Rigor and Relevance: ▪ Rigor and Relevance Framework ▪ Knowledge Taxonomy and the Application Model ▪ Rubrics ▪ Differentiation ▪ Assess effectiveness of units of study and lesson plans designed in 2010-11; adjust, as needed ▪ Continue developing units of study, assessments and lesson plans reflecting the 9th and 10th grade portions of the four-year learning plans, the Rigor/Relevance Framework and Quadrant D									◆		◆

Description of Work	T	T	V	C	JAN	FEB	R	R	Y	JUN	JUL	G
lesson design ■ Develop units of study, assessments and lesson plans reflecting the 11th grade portion of the four-year learning plans, the Rigor/Relevance Framework and Quadrant D lesson design ■ Develop units of study and lesson plans for 12th grade that reflect the Rigor/Relevance Framework and Quadrant D lesson design Involve university and business partners (side-by-side with teachers) in the design of rigorous, relevant units of study and lesson plans												
Conduct the Student Summer Bridge												◆

Year Two Milestones

- All 9th and 10th grade students enrolled in a college and career-ready curriculum
- Increase on-time grade-level progression over baseline school year 2009-10
- Decrease dropout rate between 9th and 10th grade over baseline school year 2009-10
- Increase attendance over baseline school over baseline school year 2009-10
- Decrease Type A and B disciplinary offenses over 2009-10
- Reduce the number of failing grades over baseline school year 2009-10
- Implemented year two of the five-year teacher and leader professional development plans.
- Evidence of expanded family and community participation in the school

Description of Work	T	T	V	C	JAN	FEB	R	R	Y	JUN	JUL	G
Year Three (September 2012 – August 2013)												
Regular meetings of SLC and Campus-Wide leadership teams		◆	◆	◆	◆	◆	◆	◆	◆	◆		◆
Conduct baseline assessments with all students in grades 9 and 10 and any students in grades 11 and 12 who have not scored proficient on the MME or met the ACT threshold for performance	◆											

Description of Work	T	T	V	C	JAN	FEB	R	R	Y	JUN	JUL	G
Make a progress report to the local communities	◆											
Assess effectiveness of plans for safety, security, discipline and attendance. Adjust as needed.	◆		◆		◆		◆		◆			
Conduct teacher professional development through extended time and guided agendas in common planning time. Reinforce and build upon knowledge and skills learned in the previous year and summer institute: ▪ Student Work ▪ Unit Design and Delivery ▪ Differentiation ▪ Student Performance Assessments ▪ Formative and Summative Assessments ▪ Alignment with State and 21st Century Standards **Learn how to use the latest online resources to further engage students in the learning process**	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆		
▪ Conduct Triage process with existing 10th, 11th and 12th graders in each SLC to target students in need of intervention. ▪ Conduct "Accelerated Academies" to meet needs identified through the Triage Process and formative and classroom assessments				◆	◆	◆	◆	◆				
Hold Student-Led parent/family-teacher conferences		◆								◆		
Collect student, teacher, school data			◆				◆				◆	
Administer formative assessment				◆			◆			◆		
Revisit effectiveness of operational structures and policies for the innovative schools; adjust, as needed					◆	◆	◆					

Description of Work	T	T	V	C	JAN	FEB	R	R	Y	JUN	JUL	G
Revisit strategic plans and milestones for each site, involving all site-based leaders and teachers in the process, along with community representatives							◆	◆	◆			
Conduct Annual Assessment using the EdWorks Rubrics for Operational Effectiveness and Instruction. Administer student, teacher and leadership surveys							◆	◆				
Develop student and teacher schedules reflecting the new four-year learning plans for incoming 9th graders and rising 10th, 11th and 12th graders									◆			
Hold Student-Led parent/family-teacher conferences												
Conduct Leadership Retreat: Leading a High-Performance Organization: • Instructional Leadership • Rigorous curriculum and instruction • High payoff instructional practices • Assessment for learning • Gap analysis • Curriculum Alignment • Instructional monitoring • Results-driven, flexible scheduling										◆		
Conduct Teacher Summer Institute Three: Beyond Rigor and Relevance • Analysis of the four-year Course of Study for each SLC, reflecting their particular focus area and aligned to State, national and 21st Century College-Ready Standards • Grades 9-13 Curriculum Alignment and Vertical Scope and Sequence Development within and across content areas • Analysis of Content with business and University Partners • Integration of early college experiences in										◆		◆

Description of Work	T	T	V	C	JAN	FEB	R	R	Y	JUN	JUL	G
Core and Elective Courses												
Conduct Student Summer Bridge												◆

<div align="center">Year Three Milestones</div>

- All 9th, 10th and 11th grade students enrolled in a college and career-ready curriculum
- Increase state exam passage rates over the previous year
- Increase on-time grade-level progression over the previous year
- Decrease dropout rate over the previous year
- Evidence of student participation in initial AP/Dual Enrollment options
- Implemented year three of the five-year teacher and leader professional development plans.

9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/ MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three.

	Current Proficiency Rate	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	12%	22%	37%	60%
Mathematics	5%	15%	30%	52%

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

The School Improvement Team is made of up instructional staff, non-instructional staff, school volunteers, parents and community individuals. We partner to help our students meet state standards, past standardized tests, as well as, fulfill IDEA mandates and achieve their educational goals. Continuous efforts are made to address needs outside of

the classroom to help students to achieve success in their learning ie. RCT team, social worker and psychologist, tutoring, and mentoring. Further programs and suggestions were submitted that would help students to achieve by the instructional staff members, as well as, safety and Security personnel.

All stakeholders take part to ensure that curriculum and delivery of instruction correlates to national standards for NCLB in addition to addressing its requiring transition. Improvement is on-going and remains priority at the forefront.

We strive to implement research-based, best teaching practices. Continuous efforts are made to address the best possible strategies to increase student achievement. Decisions about curriculum were led by the curriculum leaders and teachers. The forum for discussions and decisions were made collaboratively during the school day, staff meetings, and content grade level meetings in the professional learning communities setting. The designing and formulating of test taking strategies and positive test performances is incorporated across the curriculum. Our academic curriculum framework is a comprehensive program that horizontally and vertically aligns content and application skills for students. Content area and application skills begin at a concrete level and progress in developmentally appropriate steps.

Data is analyzed by the data team. Our professional development consultants, workshop focused is on training in the most effective use to ensure academic success. There is also a focus on skills where students must master in order to be prepared to enter the work-force. All stakeholders agree real world applications and technology should be interwoven with the academic components. All students should be and will be prepared to meet the demands of the twenty-first century.

Information that is needed to get to all key stakeholders will be done in several ways: Communication is ongoing with all stakeholders at all times. Teachers provide progress reports where recommendations, practice, praise and repetition are made, and parent letters. Assessments are also made through attendance reports, quizzes, tests, pre/post tests, report cards, and teacher feedback. Test reviews (ACT/MME/Q2-Q4) and evaluations are also made at parent/ teacher conference where AYP reports and FTE reports and narrative reports can be shared. IEP and transition plans, formative and

summative assessments also communicate progress and identify strengths and weaknesses. A letter sent home to parents describing the school progress, a reference to the web for more information and through a graphic interpretation report that shows the school's progress with achievement.

Professional Learning activities should include data analysis, targeting instruction with the focus on strengths and weaknesses correlating to national standards for NCLB and meeting AYP. Other professional learning activities include reading assessment reports, utilizing pacing charts, alignment of the curriculum to the content expectations, best practices and teaching to all modalities of learning. Learning should be fostered to meet all ability levels with extensive skills practice, real-life connections, hands-on projects and study aides, investigation, exploration, and explanation. Technology should be implemented across the curriculum. All opportunities should be given for students to succeed. Therefore, students will gain the understanding and confidence they need to improve their performance on standardized test.

Central has been identified as a "Center of Excellence" focused on a potential site for a collegiate K-20 campus academy. The community is looking forward to the array of opportunities and the organizational change that has taken place at Central. Through continuous efforts such as participation and volunteerism the community has expressed an interest and support for Central's programs and initiatives as well as interventions.

The community has demonstrated the ability to be visible throughout the school day by committing to their partnership with the school. Presently, some of the partnerships include Urban Farming, St. John Health Center, Subway University, Image 3001, Wayne State University Service Learning and FOCUS Hope. These partnerships provide support not only for the school, but the SIP plan, the Turnaround Model, and all curriculum initiatives, such as how to use appropriate research strategies to promote an environment for improved student achievement.

Central has a new image, a new name and a new vision. Central will foster a learning environment that is data driven, with stakeholder collaboration and a relevant and rigorous curriculum. The community has embraced changes. We hold a strong partnership with the 10th precinct as well as local churches and neighborhood block associations. All these partnerships take a part in the decision making process of the school with respect to learning. Some have a role on various school committees such as the School Improvement Team and the LSCO (Local School Community Organization. These stakeholders were given opportunities to provide input to the redesign plan application through special meetings, communications, and special events.

Additionally, Central Collegiate Academy has fundraisers through our partnerships which support the initiative to purchase supplies for extracurricular functions and activities. Many attend school functions, events, and activities, such as open house, extracurricular activities, dances, prom, graduation, local elections and volunteer at the school regularly during the school day. All stakeholders recognize the importance of their voice. The effort and initiative to take part in the welfare of the students' education and future in any means possible is the goal of all stakeholders. We have built a capacity for involvement, where we share roles and responsibilities for high academic achievement.

Our Parent Resource Center, as well as its offerings and support services is at a pivotal entity in relation to our stakeholder involvement. Here, parent and student handbooks are distributed, the Student Code of Conduct, signed agreements, recognition of operational and functional procedures in school organization, as well as continued outreach is done.

11. Sustaining Reforms
Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

In order to sustain the reforms after the funding period end, the District will:

- Build staff capacity to take on full ownership of school reform efforts and continue "the work" once partners are no longer engaged and the funding cycles ends.
- Maintain the "Priority Schools" cluster. As schools make progress, transition schools to back to the regular cluster structure. Scaffold the level of support schools receive and monitor progress to ensure schools continue progress.
- Maximize general and Title funding sources as well as support from the philanthropic and business communities and Universities and other programs.

All funds and allocations have been designed to meet the student's needs and increase student achievement. All stakeholders within and outside of the school community have taken part in the plan and its implementation. The plan is continuously monitored and evaluated to support comprehensive instruction and manageable content which help students successfully meet curriculum, district and state requirements which includes rigor, relevant practice activities with a focus on twenty-first century skills, digital and multi-media world and the global technological world. Resources, materials and technological equipment are organized to guide learners towards mastery and learning of all essential concepts, but not limited to delivery of instruction, test preparation and test taking strategies, study strategies, time management, career technical, and the world of work.

We have allocated funds to incorporate the 21st century skills and technology throughout teaching and learning of the entire implementation of the school improvement plan. The need is imperative in order for our students to be prepared and compete in this global ever-changing, technological society. Technology is such a viable resource that students and staff can use during all forms of instruction and learning is on-going. Moreover, it gives the student that tactile learning ability that will transfer to any post-secondary training they may receive in their future. Each skill is introduced in a cross-curricular context where students are making connections for example: digitally, media, visual, and hands-on, etc. Lessons are completed faster and more accurately and remain engaged in

the learning processes because thought is not divided between the learning task and manipulation of the computer. All practice and lesson reinforcements are designed to strengthen comprehension.

Central Collegiate Academy participated in the hiring process that supports the Turnaround Model. 95% of the teaching staff was replaced. Mr. Steven McGhee was hired as Principal in 2009-2010 calendar school year. His educational record speaks volumes with his numerous contributions to the district and the students. Mr. McGhee is given operational flexibility that allows him more control over budgeting, scheduling, and school start times to support the school improvement efforts. He continues to explore issues as school climate, student achievement, testing and relationship building, stimulating an atmosphere of learning and shared responsibility. These respectful relationships with teachers will be used as a foundation for building trust and collegiality. It is imperative to work in collaboration with the leadership team and stakeholders to create a condition in school that enables affective teaching and learning. These activities taken together will aid and assist in retaining effective building staff to move the reform process forward and make it sustainable into the future.

Section B.
Complete the attachment that describes the requirements and permissible activities for the chosen intervention.
    Attachment A – Transformation
    Attachment B – Turnaround
    Attachment C – Restart
    Attachment D - Closure

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.

Example:

Year 1 Pre-Implementation	Year 1 Implementation	Year 2	Year 3	Three-Year Total
$	$	$	$	$

Section D.

Baseline Data Requirements

Fill in the data requested. MDE is required to send this information to USDOED on a yearly basis.

USDOE Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	

Number of minutes in the school year	
Student Data	
Dropout rate	
Student attendance rate	
For High Schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	
International Baccalaureate	
Early college/college credit	
Dual enrollment	
Number and percentage enrolled in college from most recent graduating class	
Student Connection/School Climate	
Number of disciplinary incidents	
Number of students involved in disciplinary incidents	
Number of truant students	
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	
Teacher Attendance Rate	

Fiscal Information

The MDE has asked for (and been granted) a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Budgets must be submitted for school years 2011-2012, 2012-2013, and 2013-2014.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required and will begin in Fall 2011.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

Attachment A--Transformation Model

The following items are required elements of the transformation model. Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal

2. Include student data in teacher/leader evaluation

3. Evaluations that are designed with teacher/principal involvement

4. Remove leaders/staff that have not increased achievement

5. Provide on-going job embedded staff development

6. Implement financial incentives or career growth or flexible work conditions.

7. Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.

8. Promote continuous use of student data to inform instruction and meet individual needs of students.

9. Provide increased learning time
    a. Extended learning time for all students in the core areas….
    b. Instruction in other subjects and enrichment activities that contribute to a well-rounded education…
    c. Teachers to collaborate, plan and engage in professional development…

10. Provide ongoing mechanisms for family and community engagement

11. Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates.

12. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization.

The following items are permissible elements of the transformation model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)

1. Provide additional $ to attract and retain staff.

2. Institute a system for measuring changes in instructional practices that result from professional development.

3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.

4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.

5. Implement a school wide Response to Intervention model.

6. Provide PD to teachers/principals on strategies to support students in least restrictive environment and English language learners.

7. Use and integrate technology-based interventions.

8. Increase rigor through such programs as AP, IB, STEM, and others.

9. Provide summer transition programs or freshman academies

10. Increase graduation rates through credit recovery, smaller learning communities, and other strategies.

11. Establish early warning systems to identify students who may be at risk of failure.

12. Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.

13. Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.

14. Implementing approaches to improve school climate and discipline

15. Expanding the school program to offer full-day kindergarten or pre-kindergarten.

16. Allow the school to be run under a new governance arrangement.

17. Implement a per pupil school based budget formula weighted based on student needs.

Attachment B—Turnaround Model

The following items are required elements of the turnaround model. Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal
Central Collegiate Academy participated in the hiring process that supports the Turnaround Model. Mr. Steven McGhee was hired as Principal in 2009-2010 calendar school year. His educational record speaks volumes with his numerous contributions to the district and the students. Mr. McGhee is given operational flexibility that allows him more control over budgeting, scheduling, and school start times to support the school improvement efforts.

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.
To ensure that staff members possess the instructional skills necessary to improve student achievement in all core academic areas, special effort will be taken to equip teachers with the following skills: demonstrated high expectations for student learning, clear and focused instruction; consistently monitors student learning progress, able to provide alternative strategies in re-teaching when children didn't learn, provided incentives and intrinsic rewards to promote learning, demonstrated highly efficient and consistent practices in their classroom routine, expects high standards for classroom behavior; and demonstrates excellent personal interactions with their students.

Teachers will be annually evaluated in accordance with Detroit Federation of Teachers locally bargained requirements and legislation relating to teacher tenure. A performance based model built on a foundation of student growth and value added will be incorporated into the model. Multiple measures will be used to assess student growth which includes MEAP / MME, common assessments developed at the building level and district assessment.

3. Screen all existing staff and rehire no more than 50 per cent.

95% of the teaching staff was replaced. In collaboration with the Detroit Federation of Teachers, the district negotiated new contractual language under "Priority Schools" PLAs that allow for flexibility regarding seniority rules and enables Priority Schools to hire and retain those individuals who will best meet the needs of the Priority School's student population. Under Priority School's agreement, the following is in place relative to staffing.

The DFT Collective Bargaining Agreement was amended to provide the additional flexibility in order to fully implement the components of the Turnaround School.

Provisions under the Priority School Agreement (Flexible Work Conditions)
Per the agreement between the District and Priority School staff, members of Priority Schools agree to the following:
- Extend school day and year
- Participation in the Shared Decision-Making process
- Hiring based in selective application process
- Retention of staff based upon performance, not seniority

4. Select new staff
The teacher candidates at Central Collegiate were asked to demonstrate three minute lessons using various teaching strategies focused on their content specialty. It was required for teachers to actively keep abreast of current research and best practices in their content areas. The teachers were also asked several interview questions with a focus on student achievement, parental involvement, common core standards implemented into knowledge and instruction, the framework for rigor and relevance. Furthermore, teachers were to express their interest in learning beyond the classroom i.e. extended day/time, after school and professional development.

5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.

The National Center for Teacher Quality's recent report on teacher leadership places emphasis on the fact that overall teachers are feeling restless, with nowhere to go but the principalship. Teaching is being viewed today as a flat profession. Teacher career

growth ladders often include such teacher leadership positions as mentor, coach, or specialist. Career growth ladders may also extend to non-teaching staff such as paraprofessionals and support roles. Staff members will work collaboratively in professional learning communities that will strive to develop teacher leaders. Creating a plan for designing leadership roles is viewed as a promising practice at the federal and state levels. The Central Collegiate Academy will work to increase the leadership development of teachers who will play pivotal roles in achieving measurable results related to the redesign plan. Additionally, teachers may take advantage of more flexible working conditions through participation in extended day and night school activities as well as leading professional development. Teachers and staff members are able to receive financial incentives when in addition to their regular work day they take on additional responsibilities through extended day, night school and leading professional development.

6. Provide staff ongoing, high-quality, job embedded PD aligned with instructional program and designed with school staff

Job embedded professional development is teacher learning that is grounded in day to day teaching practice and is designed to enhance teacher's content specific instructional practices with the intent to improve student achievement. It is primarily classroom based and is integrated into the regular workday. Job embedded professional development makes a direct application / connection between learning and application in practice and may include:

- Action Research
- Case Discussions
- Coaching
- Critical Friends Group
- Data Teams / Assessment Development
- Examining Student Work
- Implementing Professional Growth / Learning Plans
- Lesson Study
- Mentoring
- Portfolios
- Professional Learning Communities
- Study Groups
- School wide action Plans
- School Improvement Initiatives
- Targeted Interventions

- Walkthroughs and Feedback

Similar to students as learners, teachers benefit from having many opportunities to learn. These opportunities are only successful when schools make time, space, structures, and support teacher learning. Job embedded professional development is most successful when it is aligned with the school curriculum, state standards, and assessment of learning and is structured in a manner that addresses the particular needs of the school.

Specific professional development topics that are on-going, job embedded, sustained include: distributive leadership, leadership in the school community, rigor and relevance framework, 21st college ready content standards, formative / interim and summative assessments, differentiated instruction, performance based learning, vertical scope and sequence development, integration of early college into the core and elective courses. While there are an array of activities available, each topic is implemented with a laser-like focus to ensure new learning is implemented with the highest fidelity possible. Staff members worked collaboratively with administration and external providers to identify professional development programs that will move Central Collegiate Academy forward to achieve the high standards we have set for ourselves and our students.

7. Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)

Central Collegiate Academy has restructured itself to ensure that the roles of adults in the building are better utilized. The Central Collegiate Academy principal and Assistant Principals have realigned their job responsibilities to ensure the majority of their time is spent working in classrooms on instruction and organizational climate. Building the master schedule is able to be accomplished more efficiently through the support of software provided by our external provider, therefore allowing counselors to spend their time working with students and families on issues related to behavior and academic performance. Additionally, the principal has worked to develop teacher leadership roles that include: Academic Engagement Officer, Data Specialist, Testing Coordinator, and School Improvement Chairperson.

At the school district level, Dr. James Ray serves as the Assistant Superintendent responsible for high priority schools; Ms. Tracy Martin, Deputy Chief of Academic Affairs and additional consultants will provide the necessary oversight to ensure the redesign plan is implemented with full fidelity.

8. Use data to identify and implement an instructional program that is research-based and
   vertically aligned from one grade to the next as well as with State academic standards.

Our data reveals that new approaches and research based best practices are needed for
new and innovative instructional strategies and programs which will support student
learning, engagement, and development.
The district curriculum framework is driven by the Michigan Merit Curriculum and the
National Staff Development Curriculum Standards. In addition pacing charts, curriculum
guides, grade level content etc. is provided.
Our academic framework is a comprehensive program that horizontally and vertically
aligns content and application skills for students. Content area and application skills
begin at concrete level and progress in developmentally appropriate steps. The alignment
process reinforces and manages movement toward increased school –wide rigor. The
alignment supports rigor in academic levels of achievement, raising the level of content
focus and student expectations. The alignment expands opportunities and increases
flexibility and decision making. Stake holders continue to participate in on-going
communication concerning increased student achievement and improve instruction.

9. Promote continuous use of student data to inform and differentiate instruction to meet
   student needs.
Professional collaboration leading to student achievement will promote continuous use of
student data to inform and differentiate instruction to meet student needs.
On a simple level, differentiated instruction is teaching with student variance in mind. It
means starting where the kids are rather than adopting a standardized approach to
teaching that that seems to presume that all learners are of a given age or grade are
essentially alike. Thus differentiated instruction is "responsive" teaching rather than
"one-size-fits all" teaching.
A fuller definition of differentiated instruction is that a teacher proactively plans varied
approaches to what students need to learn, how they will learn it, and/or how they can
express what they have learned in order to increase the likelihood that each student will
learn as much as he or she can as efficiently as possible.
At Central Collegiate Academy our comprehensive program provides additional
emphasis on the Turn-Around-Model. It involves teachers focusing on increasing subject
matter knowledge appropriate to level of instruction to effectively teach to standards, and
improve instructional strategies. Professional learning activities will include data
analysis targeting instruction with the focus on strengths and weaknesses correlating to
the national standards for NCLB and meeting AYP. In addition, the student component

will included an array of learning and engagement opportunities reinforcing student growth and development as well as student interventions and support.

Targeted Instruction

Learning will be fostered to meet all ability levels with extensive skills practice, real-life connections, hands on projects and study aides, investigation, exploration, and explanation.

Data Reporting and Decision

New processes will be developed for recording, reporting, and communicating data and feedback to all stakeholders. All stakeholders will be making connections to meet common goals.

Context-specific-Improvement Plan

We will promote a context specific improvement plan that addresses four essential questions: Where are we now? Where do we want to go? How will we know when we've arrived? These context-specific questions will assist in addressing classroom management, and test scores. Furthermore, we will emphasize the collection of school based data as a way to form the practitioner knowledge base.

10. Establish schedules and implement strategies that provide increased learning time.

The Central staff is committed to providing students with increased learning opportunities through the implementation of a block schedule. To ensure students receive additional learning time, Central Collegiate Academy will use double dosing for 9th grade English and Math. Students will have 120 minutes per day for each subject.

	2010-11 Schedule	2011-12 Schedule
Start Time	8:00	8:00
End Time	3:15	3:45
Expanded Learning Time in Critical Content Areas	Double dose for 9th Grade Mathematics	Grades 9-12 Double Dose in Mathematics and English Language Arts

The students in grades 10-12 currently have 60 minutes of Mathematics and English Language Arts instruction. To increase learning time for these grades, we will add 30 minutes of instruction to both content areas. This will comprise an uninterrupted 90 minute block for this group of students.

Additional learning time will focus on all students which include all grade levels, low performing students and students with learning disabilities, at risk, socially and emotionally impaired, and economically disadvantaged students.

This learning block format will require Central to adjust the ending time of the school day from 3:15pm to 3:45pm. The extended learning opportunity will give the students extra time and help in instruction they need to meet the demands of their academic course work. Ultimately, an expanded learning approach will create a foundation for positive shared culture that values learning, skill development and making important contributions to society.

Additionally these learning opportunities include after school, summer learning, and extended day can help reduce drop-out rates and increase graduation rates. Programs and services will be provided which include tutoring, homework help, life skills, job training and enrichment opportunities in music, sports and the fine arts.

11. Provide appropriate social-emotional and community-oriented services and supports for students.
Central Collegiate Academy has a large array of support services for students with learning disabilities which includes, but not limited to, service learning, social worker, speech pathologist, school-psychologist, and the Michigan Rehabilitation Services (M.R.S). Central also has a supportive climate and culture in learning where staff ensures a safe purposeful school environment. We believe in learner centered education which consists of a student advisory system.

Central Collegiate Academy has higher education partnerships where students and parents are primary stakeholders, building higher education, business and community partnerships, internships and community service. Some of these entities include: Saint John Health Center, Wayne State University, Wayne County Prosecutor's Office, Detroit Police 10th Precinct, Image 3001 and Neighborhood Legal Services etc. and the list continues to expand.

The following items are permissible elements of the turnaround model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)

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1. Any of the required and permissible activities under the transformation model

<u>Conduct Reviews to Ensure Curriculum is Implemented with Fidelity to Impact Student Achievement</u>

Administrators and curriculum leaders regularly conduct curriculum audits to determine the coherence of the curriculum and the level of fidelity that is taking place. The analysis includes the level of rigor, alignment, and engagement within the classroom setting. The Rigor and Relevance Framework protocol will continuously addresses the curriculum alignment and implementation. Horizontal and vertical curriculum alignment meetings are regularly scheduled by the principal and student engagement officer. Follow-up with teachers is part of the process and affords teachers the opportunity to share information related to formative, interim, and summative assessments.

<u>Implement School-wide Response to Intervention Program</u>

Central Collegiate Academy is developing a structured Response to Intervention program designed to meet the needs of struggling students. The NorthWest Evaluation Association assessment will be implemented three times per school year to assess the student's progress in the areas of mathematics and reading. This data will be triangulated with Q2, Q3, and Q4 assessments and common assessments in an effort to identify students who are in Tier II and Tier III interventions. Through comprehensive professional development teachers will learn how to differentiate within the classroom to implement Tier I interventions within their class. Students with the highest need will receive services through placement in specific classes designed to accelerate learning so students will be able to progress to grade level as quickly as possible. Teachers will have intensive training on triage and progress monitoring from external providers.

<u>Increase Rigor (AP, STEM, IB and others)</u>

Central Collegiate Academy believes in high expectations for all students. Teachers strive to develop lessons and units that include college readiness and STEM standards. Staff members recently received training from the College Board to ensure the course audits for new Advance Placement courses including Psychology, English and Government are approved. Students will have many opportunities to take courses at advanced levels as well as dual enrollment and through virtual experiences.

Improve Student Transition from Middle to High School

Central Collegiate Academy has incorporated a ninth grade academy to ensure that students have a positive transition from middle to high school. Prior to the start of the school year, freshman students attend in-depth sessions to learn about pre, during and post reading strategies, research based instructional strategies for all content areas, writing across the curriculum, project based learning, study skills, and test taking skills. Ninth grade students spend their entire school year in a learning team receiving double dosing for English and mathematics. Students are given intensive instruction designed to build their skills which will aid and assist them to master all high school core curriculum. The Parent Resource Network, mentoring from upper grades, and peer to peer shadowing for students provide extra support for ninth graders. Furthermore, there are numerous social support groups to provide behavioral support for this group.

Establish Early Warning Systems to Identify Students At Risk for Failure or Dropping Out

Research indicates that it is during this time that students become disengaged and there is a decline in grades, motivation, and attendance. Central Collegiate Academy counselors, administrators, social workers, and intervention teachers have worked together to develop an early warning system to identify students at risk of dropping out. Research by the Criminal Justice Institute indicates that the following middle school characteristics may contribute to dropping out of high school:

Course Failure
Attendance Issues
Behavior Problems
Older than Grade Level
Family Structure
Three Grades or More Below for Reading
Special Education
Student Motivation

The school will work collaboratively to identify students who exhibit two or more of these signs. These students will be referred counselors, support groups, parent resource network and to outside agencies for support to ensure that graduation rates improve.

2. A new school model (themed, dual language academy, etc.)

The Strategic Plan to Launch Theme-Focused Smaller Learning Communities at Central Collegiate Academy

Using a study group process involving the Central Collegiate Academy staff, the school chose to implement the following theme-based smaller learning communities at Central Collegiate Academy in fall 2010.

- **Freshman Academy; U Concept, Early College STEM Academy (Science, Technology, Engineering and Math)**
- **Health and Human Services Academy**
- **Alternative and Sustainable Energy**

The SLC plan will be revisited in 2011-12, as enrollments, staffs and location of the small schools are placed in the school level building plan.

Central Collegiate Academy's move to Smaller Learning Communities grew from its analysis of student academic and attendance data, which all pointed to a need for personalization, acceleration and hands-on, real-world learning experiences for all students. Such a whole-school turnaround strategy is well-documented in the literature.

Attachment C—Restart Model

The following items are required elements of the Restart model. Give a brief description after each requirement as to how it will be implemented.

1. A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization that has been selected through a rigorous review process.

2. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

Attachment D—School Closure

The following items are required elements of the Restart model. Give brief description after each requirement as to how it will be implemented.

1. School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving.

2. The receiving schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

ATTACHMENT-INTERVENTION PLAN:

Three reports will be generated:

Report One: Engagement and Model Implementation – Annually

- **Measurement Need**: Is the EdWorks model being implemented with fidelity, and is the school progressing?
- **Reporting Approach**: Demonstrate school's progress employing all of the components of the EdWorks model

Metric	Analysis
Rubric Level, Rigorous Curriculum and Instruction	Trend, Benchmark
Rubric Level, Advisories	Trend, Benchmark
Rubric Level, Personalized Growth Plans	Trend, Benchmark
Rigorous Curriculum Enrollment	Trend, Benchmark
Rubric level, Performance-Based Alternative Assessments	Trend, Benchmark
Professional Development Adoption	Trend, Benchmark
Student attendance rates	Trend, Benchmark
Disciplinary actions	Trend, Benchmark

Metric	Analysis
Overall Level, Instructional Rubric	Trend, Benchmark
Instructional Delivery Assessment	Trend, Benchmark
Michigan Merit Exam	Trend, Benchmark
Progression	Trend, Benchmark
Graduation	Trend, Benchmark

Report Two: Interim Student Growth -- Quarterly

- **Measurement Need**: Are students improving academically so that they will be prepared to progress at the end of the year?
- **Reporting Approach**: Examine key student achievement indicators which demonstrate students are on the path to success

Metric	Analysis
Student attendance	Trend, Benchmark
Disciplinary actions—by category of action	Trend, Benchmark
Formative/Short cycle assessment performance *(NWEA Measures of Academic Progress; District Benchmark Assessments Q2/Q4)*	Trend, Benchmark
Grade distribution	Trend, Benchmark
ACT/ACT Plan/ACT Explore Participation	Trend, Benchmark
College applications	Trend, Benchmark
College /technical Course Participation[1]	Trend, Benchmark

Metric	Analysis
Internships, community service, research assistantships, apprenticeships	Trend, Benchmark

Report Three: Annual Student Growth – Annually

- **Measurement Need:** Is student academic achievement increasing?
- **Reporting Approach:** Examine key student achievement indicators which demonstrate students are on the path to success.

Metric	Analysis
Student attendance	Trend, Benchmark
Disciplinary actions	Trend, Benchmark
Rigorous curriculum enrollment	Trend, Benchmark
District Benchmark Assessments Q4; annual NWEA Measures of Academic Progress	Trend, Benchmark
On time progression	Trend, Benchmark
On time graduation	Trend, Benchmark
Technical Certificates Earned	Trend, Benchmark
AP/IB course participation	Trend, Benchmark
AP/IB course performance	Trend, Benchmark
College/ technical course performance	Trend, Benchmark
College course completion[1]	Trend, Benchmark
ACT/ACT Plan/ACT Explore Participation	Trend, Benchmark

ACT/ACT Plan/ACT Explore Performance	Trend, Benchmark
College applications	Trend, Benchmark
College/ technical school enrollment	Trend, Benchmark

CENTRAL COLLEGIATE ACADEMY
2425 Tuxedo Avenue

Detroit, MI 48206

(313) 252-3000   Fax#: (313) 852-1445

STEVEN MCGHEE, *PRINCIPAL*   TRACY THOMAS, *ASSISTANT PRINCIPAL*

TRACY CARPENTER, *ASSISTANT PRINCIPAL*

DAMON SEWELL, *ASSISTANT PRINCIPAL*

January 27, 2011

To Whom It May Concern:

We the undersigned support the Central Collegiate Academy, School Improvement Grant application submitted for review to the Michigan Department of Education on February 1, 2011.

Central Collegiate Academy teachers, administrators and support staff members are committed to providing an excellent education to all students. As staff members we view ourselves as a professional learning community working collaboratively to meet the needs of all learners. Areas of strength include: a positive school culture and a safe environment for students, families and community members. We will continue to work together to embrace the transformation model for school improvement as the reform that will be put into place for our school.

We believe that on-going improvement is essential to meet the needs of our students. School improvement provided the foundation for which change will take place. The staff members signing below are pledging to implement the reform with fidelity to ensure that the goals for transformation are met. As the five strands that make up the School Improvement Framework will guide our work. These include:

- Teaching for Learning
- Leadership
- Personnel and Professional Learning
- School and Community Relations
- Data and Information Management

Please approve the Central Collegiate Academy turn-around reform model for the 2011-2012 School Year. We will work to ensure that the commitment made to the school and community will ensure a positive future for all students.

Sincerely,

Central Collegiate Academy Staff

INSTRUCTIONAL/SUPPORT

Amakeme, Boniface

Bass, Dontez

Battle, Toni

Bellamy, Andria

Bennett, Priscilla

Bonner, Derrick
Booker, Lionel

Braden. Lavar

Brooks, Demeatrice

Brooks, D'Mara

Brown, Peggy

Brown, Roy

Busby, Michelle

Cade, Valencia

Campbell, Audrey

Clements, Curtis

Cole, Artensil

Dials, Marvin

Dickson, James

Diuguid, Richard

Dolley, Frances

Doty, Patricia

Dowling, Patricia

Duffield, Benjamin

Duncan, Joyce

Duncan, Ronald

Elwan, Dina

Ford, Julaine

Grant, Mary Jane

Gray, Girlisa

Grier, Mark

Griffin, Kim

Guerrant, Gwendolyn

Hardwick, JoAnn

Hatton, Winfred

Howard, Jean

Huckleby-Rivers, Nicole

Hunt, Robert

Jaber, Hannah

Jackson, Crystal

Jefferson, Jeanette

Johnson, Ronald

Jones, Jenise

Kapoor, Anjana

Kidd, Renee

Lester, Pamela

Lewis, Keisa

McDonald, Kenneth

Michaelson, Mike

Miller, Shalon

Mitchell, Angela

Mitchell, Kimberly

Moore, Gregory

Moore, Melvin

Orlowski, Kathleen

Phillips, Mary

Pitts, Ibn

Reda, Halad

Redmond, Donya

Rivers, Denise

Ross, Sonya

Rubino, Connie

Selley, Catrina

Shannon, Joslyn

Stewart, Chejuana

Talifer, Christen

Tetteh, Sarah

Thomas, Gretchen

Thompson, John

Tinnon, Myia

Toney, Linda

Ward, Takiyah

Watson, Kenneth

Whitney-Smith, Eugenia

Williams, Veronica

SOCIALWORK

Carter, Cassandra

Colbert, Terri

Hill, Charlie

Phillips, Mary

CUSTODIANS

Biddles, Maronda

House, Patrica

Jackson, Purnell

Jones, Doroty

Raimey, Antonio

Smith, Bernadine

SECRETARIAL STAFF

Bass, Dontez

Shell, Susan

Vance, Cassandra

Whalum, Monica

COUNSELORS

Johnson, Ronald

Lester, Pamela

Watson, Kenneth

STAKEHOLDERS

Bingham, Darryl

Owens, Durante

Reynolds, Reginald

TECHNOLOGY

Brooks, Demara

Moore, Frederick

SECURITY

Green, Conrad

Smith, Gregory Anthony

ENGINEERS

Anderson,Wendell

Calhoun, Otis

Pruitt, Darryl

Sloan, Curtis

KITCHEN
Shawn Jones

ADMINISTRATION
Carpenter, Tracy
McGhee, Steven
Sewell, Damon
Thomas, Tracy

SCHOOOL IMPROVEMENT GRANT DESCRIPTION FORM

Central Collegiate
Academy

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
120	Instruction – Added Needs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	Nova Net, Read 180, Carnegie, Criterion Writing: Supplemental Reading and Writing support for core content areas and credit recovery	$115,000.00
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
210	Pupil Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	Student Planners: Student planners/agenda books	$5,000.00
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
211	Truancy/Absenteeism	SALARIES		
		BENEFITS		

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		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
212	Guidance Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
213	Health Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
214	Psychological Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
216	Social Work Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
220	Instructional Staff Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
221	Improvement of Instruction	SALARIES		
		BENEFITS		

		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
225	**Instruction Related Technology**	**SALARIES**		
		BENEFITS		
		PURCHASED SERVICES	Classroom Performance Systems, 30 Inspire Calculators: Student technology based formative assessment and calculators	$15,000.00
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
227	**Academic Student Assessment**	**SALARIES**		
		BENEFITS		
		PURCHASED SERVICES	NWEA; Northwest Evaluation Association Assessment quarterly assessment	$20,000.00
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
230	**General Administration**	**SALARIES**		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
232	**Executive Administration**	**SALARIES**		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
240	**School Administration**	**SALARIES**		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		

		OTHER EXPENDITURES		
250	Support Services Business	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
257	Internal Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
266	Operation and Maintenance	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
280	Central Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
281	Planning, Research, Development	SALARIES		
	and Evaluation	BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
283	Staff/Personnel Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		

		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
300	Community Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	Financial Literacy & Urban Farming; Parent Support, parents and community additionally community outreach which includes lessons in growth and development processes and supply and demand.	$24,000.00
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
311	Community Services Direction	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
331	Community Activities	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
			TOTAL	$179,000.00

ARRA School Improvement Grant (SIG) II 2011 Budget Detail

For Central High School

120 - Added Needs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
125 - Added Needs – Compensatory Education	Three (3) Copy Machines and associated maintenance for development of instructional home packets for ACT/MME. @ $40000				$120,000				$120,000
125 - Added Needs – Compensatory Education	Purchased Service Instructional: 1. Plan/Explore - Assessments and preparation materials for freshmen and sophomore students - $5000 2. Kaplan Learning for ACT/MME - Resources, supplies, and materials for ACT/MME preparation including specialized training for teachers to provide targeted instruction to students identified as close to making proficiency- $8500				$13,500				$13,500
125 - Added Needs – Compensatory Education	Supplies and Materials - $2500 in materials for Summer Bridge including: markers, poster board, paper copies of instructional materials etc. $7500 in materials for Accelerated Academies including: markers, posters board, paper, copies of instructional materials, calculators, etc.					$10,000			$10,000
125 - Added Needs – Compensatory Education	Substitute Teacher Pay: $8698 Substitutes will be provided for the 15 members of the "Whole School Team" to meet four times a year to discuss ongoing school issues.	180h	$8,698	$1,462					$10,160
125 - Added Needs – Compensatory Education	Credit Recovery Software/License: online credit recovery for overage, under credited at-risk students via E2020 or compatible web-based provider					$20,000			$20,000
125 - Added Needs – Compensatory Education	Supplies/Materials: Student supplies paper, notebooks, pens, pencils, backpacks & uniforms					$50,500			$50,500
125 - Added Needs – Compensatory Education	Purchased Services Instructional: Summer Bridge: Assist incoming ninth graders to increase academic skills and adjust to expectations & procedures of high school. Each student will receive an individualized package of tutoring, mentoring, counseling and networking to ease the transition from middle school to high school.				$18,300				$18,300

Function Code	Description	FTE / Hours	Salaries	Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Expenses	Total
125 - Added Needs – Compensatory Education	Purchased Services Instructional: Accelerated Academies: Provide intense support for 10th, 11th & 12th grade students to assistance in achievement in addressing ACT/MME & State mandated high school graduation exams. Students will receive test taking strategies and intensive instruction in basic concepts as they relate to required examinations.				$28,800				$28,800
125 - Added Needs – Compensatory Education	Purchased Services Instructional: Green Energy Initiative: Program Supplement to enhance and reinforce our Small Learning Academy "Alternative and Sustainable Energy" three years @ $45000 a year.				$150,000				$150,000
125 - Added Needs – Compensatory Education	Purchased Service Instructional: Urban Farming Program: hands on training in the greenhouse and on urban farming green science. Program is designed with Michigan Content Standards and Benchmarks. Cross-curricular activities and understandings throughout. Math/money management, entrepreneurship and green economy, healthy eating tips, sol testing, reading and interpreting soil tests, supply and demand, writing prompts, decision making, growth processes and procedures.				$122,772				$122,772
125 - Added Needs – Compensatory Education	Purchased Service Instructional: Planetarium Dome Science - Pre-Posttest, vocabulary list, enrichment activities, cross curricular instruction, building reading language and skills, writing and research, investigations with fascinating activities.				$20,000				$20,000
	Sub-Total	180h	$8,698	$1,462	$473,372	$80,500			$564,032

210 - Support Services – Pupil

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
211 - Support Services – Pupil – Truancy/Absenteeism Services	Intervention Specialist: One (1) FTE to implement researched-based program. Specialist will guide students to define positive norms for their behavior. Reinforce positive behaviors and develop strong parent partnership. Address needs of those affected by misconduct behaviors that impede academic achievement.	1	$29,500	$20,848					$50,348

	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
Sub-Total	1	$29,500	$20,848					$50,348

220 - Support Services – Instructional Staff

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
221 - Improvement of Instruction	One (1) FTE, Salary & Benefits for a Data Analyst dedicated to the SIP effort directing data collection, analysis, distribution and effective use of performance data. Assist teachers as a resource for assessment and evaluation for use in classroom instruction for student achievement	1	$74,300	$33,231					$107,531
221 - Improvement of Instruction	Professional Development Consultants/Trainers: 1/7th (Consultant is shared with seven (7) other schools) for a Transformation Manager Ed Works: providing technical assistance for the smooth implementation of the transformation work, manages the relationship between the district, school, & provider as it relates to transformation and seeks ways to find efficiencies in implementation of the work at each seven sites.				$17,670				$17,670
221 - Improvement of Instruction	Professional Development Activities for Staff to attend Leadership Institute in Cleveland, OH. Facilitated by Ed Works, a team of six individuals will participant in professional development involved in the creation of small schools or small learning communities. The cost per individuals: $698. Hotel - $330; Mileage - $200; Per Diem - $168.				$4,188				$4,188
221 - Improvement of Instruction	Professional Development Consultants/Trainers: Mosaica Education – Executive Coaching, Leadership Development, Professional Development Response to Intervention Coordination.				$50,000				$50,000
221 - Improvement of Instruction	Professional Development Teacher Workshop/Stipends: Whole School Team activities: 15 Teachers @ $23.82 @ 180 hours	180h	$22,500	$6,370					$28,870
221 - Improvement of Instruction	One (1) FTE, Salary & Benefits for a Mathematics Instructional Specialist (Math Coach) to provide instructional support to school leadership, math teachers, & Special Education professionals.	1	$74,300	$3,353					$77,653

		FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
	Sub-Total	2/180h	$171,100	$42,954	$71,858				$285,912

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
225 - Computer–Assisted Instruction	Purchase of technology for increasing of Instruction/Learning; Promethean Boards 5 @ $5000 interactive whiteboards, software and accessories.					$25,000			$25,000
225 - Computer–Assisted Instruction	Purchase of technology for increasing of Instruction/Learning; IMAC Computers one classroom set @ $1500 ea for 40 students					$60,000			$60,000
225 - Computer–Assisted Instruction	Purchase of technology for increasing of Instruction: Wizcom ReadingPen TS - 400 dpi - Text reader - Users can scan and insert text using the touch screen and virtual keyboard, hear it spoken aloud and obtain definitions and correct pronunciation within seconds. All looked-up words can be transferred to the PC for further practice. ($279.99 ea @ 60 for two (2) class sets)					$18,000			$18,000
	Sub-Total					$103,000			$103,000

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
227 - Academic Student Assessments	Purchased Services: Short Cycle Assessments provider to establish online/automated tests for students in each of the four grades three (3) times a year. Short cycle assessments identify skills, concepts and areas of achievement of individual students; Monitoring academic growth over time; Making data-driven decisions at the classroom, school and district levels.				$17,670				$17,670
	Sub-Total				$17,670				$17,670

330 - Community Activities

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Central High School

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
331 - Community Activities	Parent Development Activities Supplies/Materials/Consumables: parent, community, business workshop, open house, outreach initiatives. Food & consumables products.					$5,837			$5,837
331 - Community Activities	Parent Development Consultants/Trainers: to establish Centers of Strength to facilitate engagement with students, parents & community to gather data to support school-level planning, design and increase academic achievement.				$20,000				$20,000
331 - Community Activities	Cost for Parent Development Supplies/Materials: postage for quarterly communications with parents, business & community stakeholders.					$5,000			$5,000
	Sub-Total				$20,000	$10,837			$30,837
	Sub Total	3/360h	$209,298	$65,264	$582,900	$194,337			$1,051,799
	Indirect Cost (Max Allowed: 4.45%)								$0
	Grand Total								$1,051,799
	Allocation								$0

Attachment VII

School Improvement Partnership Agreement

This School Improvement Partnership Agreement ("SIPA") is entered into by and between _____ Michigan Department of Education (State) _____ Wayne RESA _____ (ISD/RESA/ or other partner(s) and Detroit Public Schools _____ ("LEA"). This agreement establishes a framework of collaboration, as well as articulates specific roles and responsibilities in the implementation of an approved plan of work to access Federal School Improvement Grant funds for Low Performing Schools under the American Recovery and Reinvestment Act (ARRA).

I. **SCOPE OF WORK**
The Scope of Work defines the actions and reform measures the Qualifying LEA agrees to implement under one of these four federally-defined options: Turnaround, Restart, Transformation or Closure. The model selected by __**Detroit Public Schools and Central High School** _____ **is TURNAROUND** _____;

II. **PROJECT ADMINISTRATION**
   A. **QUALIFYING LEA RESPONSIBILITIES**

   Implementing the tasks and activities described in the ARRA Federal School Improvement Grant, the LEA will:

   1) Choose to implement one of four options identified in this agreement and develop a corresponding plan.

   2) Actively participate in all relevant meetings, communities of practice, or other practice-sharing events that are organized by the State of Michigan Department of Education (State) or its designee.

   3) Post to any website specified by the Michigan Department of Education, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the ARRA Federal School Improvement Grant.

4) Participate, as requested, in any evaluations of this grant conducted by the Michigan Department of Education or United States Education Department (ED).

5) Be responsive to Michigan Department of Education (or its designee) or ED requests for information including status of the project, project implementation, outcomes, and any problems anticipated or encountered.

6) Participate in meetings and telephone conferences with the Michigan Department of Education or its designee to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the ARRA Federal School Improvement Grant, and (d) other matters related to the ARRA Federal School Improvement Grant and associated plans.

7) Each school shall establish a new leadership team composed (but not limited to) of the principal, classroom teachers who lead a grade level, a multiage team or subject-matter-area team, supplementary support personnel, and at least two community members who engage the community in the transformation. Each school-based team shall also have a liaison member representing the Michigan Department of Education or its designee.

B. INTERMEDIATE SCHOOL DISTRICT/REGIONAL EDUCATIONAL SERVICE AGENCY or OTHER DESIGNATED PARTNER RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the partner or partners that elect to sign this memorandum of agreement to support the low performing school(s) shall:

1) Work collaboratively with, and support the LEA in carrying out the LEA Plan as identified in this agreement.

2) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.

3) Identify sources of technical assistance as needed.

C. JOINT RESPONSIBILITIES

1) The ISD/(R)ESA or other partner(s) and the LEA will each appoint a contact person for the ARRA Federal School Improvement Grant.

2) These key contacts from the ISD(R)ESA or other partner(s) and the LEA will maintain frequent communication to facilitate cooperation under this partnership agreement.

D. STATE RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the State will:

1) Work collaboratively with, and support the LEA and supporting ISD/(R)ESA or consortium of ISDs/(R)ESAs or other partner(s) in carrying out the School Plan as noted in this agreement.

2) Timely distribute the LEA's portion of ARRA Federal School Improvement Grant funds during the course of the project period and in accordance with the School Plan as noted in this agreement.

3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.

4) Identify sources of technical assistance as needed.

5) Periodically review the approved plan and implementation progress.

E. RECOURSE FOR NON-PERFORMANCE

If the Michigan Department of Education determines that the LEA or School is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Michigan Department of Education will make recommendations for an alternative intervention which may include restart, closure, or a collaborative process between the State, ISD/(R)ESA or other partner(s) and the LEA, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs, or modifying the approved plan.

III. ASSURANCES
The LEA hereby certifies and represents that:

1) It has all requisite power and authority to execute this partnership agreement.

2) It is familiar with the general scope of the ARRA Federal School Improvement Grant application and is supportive of and committed to working on all portions of the plan.

3) It will implement the Plan that has been approved by the Michigan Department of Education.

4) It will work cooperatively with the Michigan Department of Education or its designee to develop a Scope of Work with specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with State and Federal School Improvement Goals.

5) It will comply with all of the terms of the ARRA Federal School Improvement Grant, and all applicable Federal and State laws and regulations.

6) Nothing in the School Improvement Partnership Agreement shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under Federal, State, or local laws (including applicable regulations or court orders or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements).

7) Any portion of the School Improvement Partnership Agreement that impacts upon a mandatory topic of bargaining not covered by an existing collective bargaining agreement, memorandum of understanding, or other agreement shall be implemented only after an agreement is reached through collective bargaining.

IV. MODIFICATIONS

This School Improvement Partnership Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the State.

V. DURATION/TERMINATION

This School Improvement Partnership Agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. SIGNATURES

Local Superintendent (or equivalent authorized signatory) - required:

Signature/Date _Robert C. Boll_____ Print Name/Title
ROBERT C. Bobb Emergency Financial
Manager

President of Local School Board (or equivalent) - required:

Signature/Date _Anthony Adams_____ Print Name/Title
Anthony Adams
Detroit Board of Education President

Intermediate Superintendent (or equivalent authorized signatory) - required:

Signature/Date _____ Print Name/Title
_____

President of Intermediate School Board (or equivalent) - required:

Signature/Date _____ Print Name/Title
_____

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Qualifying LEA.

Signature/Date _____ Print Name/Title
_____